PROJECT DOCUMENT UNDER

USDOL and INTERNATIONAL RESCUE COMMITTEE COOPERATIVE AGREEMENT

(August 2007)

[redacted]

Project Title:	Countering Youth and Child Labor through Education in Sierra Leone and Liberia
USDOL Appropriation No.:	05-K110-RWBR-4143-FN501-000 US Fiscal Year 2005
Cooperative Agreement No.:	E-9-K-5-0048
Geographical Coverage:	Liberia and Sierra Leone
Project Language(s):	English
Starting Date:	September 30, 2005
Completion Date:	September 26, 2009
Duration:	48 months
Executing Agency:	International Rescue Committee
Partner agencies/Subcontrator(s):	African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Community Development and Empowerment though Participation Program (CODEPP) Special Emergency Activity to Restore Children's Hope (SEARCH) Community Action for Rural Development (CARD) Forum for African Women Educationalists (FAWE)
USDOL Donor Contribution:	US$6,000,000
Other contributions:	US$855,854

[redacted]

EXECUTIVE SUMMARY

While harmful child labor is a worldwide phenomenon, it has a particularly pronounced impact on the current situation and long-term economic prospects of Liberia and Sierra Leone. In both countries, the causes and consequences of harmful child labor figure prominently in the mutually reinforcing cycle of poverty, lack of education, poor government, and war. The International Labor Organization (ILO) in 2002 estimated that 352 million children ages 5 to 17 were engaged in some form of economic activity, 8.4 million of whom are involved in the worst forms of child labor (WFCL).[1] In addition to posing huge risks to children's health, safety and well being, by exposing them to hard physical labor and dangerous environments, and the increased risks of physical and sexual abuse, exploitative child labor also prevents or reduces access to education and opportunities for learning. Children are subjected to physical and psychological risks and assume economic responsibility for themselves and their families at a time when they should be nurtured, supported, and encouraged to participate in education for their own and their communities' long term benefit.

Both Liberia and Sierra Leone have not only experienced brutal civil wars, but are also two of the least developed countries in the world. While children deprived of education are precluded from reaching their full potential in terms of their intellectual and psychosocial development, children and youth working or at risk of working in exploitative child labor have special needs and significant vulnerabilities that must be addressed if they are to be successfully withdrawn/prevented from exploitative child labor, enter sustainable education and secure a safe and productive livelihood. Countries in which many children are involved in exploitative child labor will be denied the talent and resources necessary to support their future economic development. This economic impairment is of particular concern because lack of economic opportunity for youth was a significant contributing factor to the wars and large-scale displacement in both countries. Addressing exploitative child labor in Liberia and Sierra Leone will help to address the consequences of the last war, while empowering children, youth and communities to access, and ultimately provide improved education and opportunities for productive livelihoods. The IRC seeks to help communities provide for their needs while addressing the root causes of conflict and instability.

Goal: Prevalence of exploitative child labor in Liberia and Sierra Leone is sustainably reduced.

Purpose: Targeted children withdrawn/prevented from exploitative child labor in selected counties/districts in Liberia and Sierra Leone educated.

Outputs: CYCLE has four main outputs that it will achieve by the end of the project: a) Project beneficiaries supported to access locally available education services; b) Improved quality of education for children withdrawn and prevented from child labor; c) Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor; d) Sustainable child labor monitoring strengthened at both community and national levels.

[1] *Every Child Counts: New Global Estimates on Child Labor*, International Child Labor Organization, 2002.

Implementation Strategy: CYCLE will use a community-driven, multi-faceted approach to work together with children and families to identify the educational, economic and protection needs of targeted children and assist them in accessing locally available education services. CYCLE's implementation strategy will be participatory, child and family centered and community-based.

Target Areas/Beneficiaries: When countries are devastated by war, economic and educational opportunities dwindle, especially for the most vulnerable. Out of desperation and poverty, children in Sierra Leone and Liberia have become involved in a number of exploitative forms of labor. CYCLE will work with the 29,890 children and youth ages 5 to 17 to withdraw/prevent them from engaging in exploitative labor: CYCLE's interventions will target nine communities in three counties in Liberia, that is, Montserrado county (PHP, Red Light and Chicken Soup Factory), Nimba county (Karnplay, Ganta and Tappita), and in Lofa county (Voinjama City, Zorzor Town and Foya). In Sierra Leone, CYCLE's interventions are targeting seven communities in three districts. In Freetown, CYCLE will be targeting the communities of Aberdeen and Waterloo Rural District. In the Eastern Province, CYCLE will target the communities of Koidu, Small Sefadu, Manjama, and Koardu, in the Kono District, as well as Tongo Fields in the Kenema District.

Management: The IRC as the prime grantee will be responsible for the overall project management, through the CYCLE project senior staff team based in Monrovia.

Partnership: The International Rescue Committee (IRC), in partnership with African Network for the Prevention and Protection of Children against Child Abuse and Neglect (ANPPCAN), Community Development and Empowerment through Participation Program (CODEPP), Special Emergency Activity to Restore Children's Hope (SEARCH), Forum for African Women Educationalists (FAWE) and Community Action for Rural Development (CARD), proposes to combat the exploitative child labor in Sierra Leone and Liberia, through the CYCLE (Countering Youth and Child Labor through Education) initiative.

Budget: A total budget of $5,999,980 is requested from the US Department of Labor (DOL) to cover the management and implementation costs of the project in Liberia and Sierra Leone, beginning in October 2005. The IRC will match the grant with a contribution of $855,854 from its other sources.

TABLE OF CONTENTS

List of Acronyms 5

Background and Justification 6

Background and Justification 6

Country Backgrounds 7

Child Labor in Liberia and Sierra Leone 8

Education in Liberia and Sierra Leone 11

Existing National and Regional Efforts addressing Child labor and Education 15

Target Groups 18

Geographic location 18

Project Strategy: Outputs and Activities 28

Logical Framework Development Objectives 45

Project Implementation Timeline 45

Project Detailed Budget and budget narrative 45

Approach to Project Monitoring and Evaluation 46

Institutional and Management Framework 49

Institutional Arrangement (implementing level) 49

Collaborating and Implementing Institutions (Partners) and Responsibilities 50

Other Donor or International Organization Activity and Coordination 56

Project Management Organizational Chart. 56

Contributions to Project 62

Contributions provided by the US DOL. 62

Contributions/Inputs provided by the Grantee 62

National and/or Other Contribution 64

Sustainability 64

LIST OF TABLES

Table 1: Key government child labor and education agencies, policies, and initiatives 15
Table 2: Targeted direct beneficiaries by country enrolled in four educational services over four-year project 23
Table 3: Cost of Project Outputs. 46
Table 4: Roles and Responsibilities of CYCLE Partners. 53
Table 5: Staff loading plan 60

LIST OF APPENDICES

Appendix 1 – CYCLE Implementation Structure
Appendix 2 – CYCLE Logical Framework
Appendix 3 – CYCLE Work Plan and Project Timeline
Appendix 4 – CYCLE Performance Monitoring Plan (PMP)
Appendix 5 – CYCLE Detailed Budget and Budget Narrative

List of Acronyms

ADB	African Development Bank
ALP	Accelerated Learning Program - Liberia
ANPPCAN	African Network for the Prevent. & Protection against Child Abuse & Neglect
CARD	Community Action for Rural Development
CEIP	Community Education Investment Program – Sierra Leone
C-EMIS	Community-based Education Information System
CODEPP	Community Development and Empowerment through Participation Program
CREPS	Complementary Rapid Education for Primary Schools – Sierra Leone
CTA	Community Teachers Association
CYCLE	Countering Youth and Child Labor through Education
CYPD	Child and Youth Protection and Development
CWC	Children Welfare Committee
DDRR	Disarmament, Demobilization, Rehabilitation, and Reintegration
DOL	Department of Labor
EMIS	Education Management Information System
EOP	Economic Opportunities Program
EU	European Union
FAWE	Forum for African Women Educationalists
GBV	Gender-Based Violence
GOSL	Government of Sierra Leone
HCI	Healing Classrooms Initiative
IDP	Internally Displaced Person
IGA	Income Generation Activities
IIECL	International Initiative to End Child labor
ILO	International Labor Organization
IRC	International Rescue Committee
KURET	Kenya, Uganda, Rwanda, Ethiopia Together Initiative
LCIP	Liberia Community Investment Program
LINCEFA	Liberian National Coalition for Education for All
MEST	Ministry of Education Science and Technology – Sierra Leone
MOE	Ministry of Education - Liberia
MOL	Ministry of Labor
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs
NACWAC	National Commission on War Affected Children
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NPSE	National Primary School Examination
NRC	Norwegian Refugee Council
NTAL	National Teachers Association of Liberia
M & E	Monitoring and Evaluation
MOU	Memorandum of Understanding
ORACLE	Opportunity for Reducing Adolescent and Child Labor through Education
PTA	Parent Teacher Association
PRM	US State Department Bureau of Population, Refugees and Migration
SARC	Sexual Assault Referral Center
SEARCH	Special Emergency Activity to Restore Children's Hope
SMC	School Management Committee
UNAMSIL	United Nations Mission in Sierra Leone
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNMIL	United Nations Mission in Liberia
UPE	Universal Primary Education
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WDC	Ward Development Committee

1. Background and Justification

The International Labor Organization (ILO) estimates that in 2002, worldwide, 352 million children ages 5 to 17, including 73 million under the age of 10[2], were engaged in some form of economic activity[3] and approximately 8.4 million of these children worked in the worst forms of child labor (WFCL). The WFCL, as defined by ILO Convention 182[4], are not only hazardous to children's health and physical well-being and development; but also prevent children from gaining an adequate education and acquiring the knowledge and skills that are needed to break the cycle of poverty, at the individual, family, community and national level.

The CYCLE project aims to improve access to and retention in quality formal and non-formal education as a means to combat the exploitative child labor in Liberia and Sierra Leone. To be effective, interventions will respond to each country's specific social, cultural, and economic contexts and particular manifestations of child labor, by strengthening communities, civil society and government institutions to ensure sustainable change. The CYCLE project strategy is based on the IRC's:

a) Twenty six years of experience working with Liberians and Sierra Leoneans in West Africa;
b) Best practices from implementing two DOL Child Labor Education Initiative projects in Africa (Ethiopia and Uganda);
c) Global institutional expertise working in war-affected societies to enable vulnerable children and youth, including working children and youth, to participate in education opportunities;
d) Extensive preliminary assessments conducted to inform initial proposal design, which included national workshops on child labor and education with government officials and national non-governmental organizations (NGOs) and numerous consultations with children and youth, parents, communities, United Nations (UN) agencies and other partner organizations.

The CYCLE project strategy has been refined since the start of the project through project start-up activities, CYCLE staff community outreach, the MSI workshop, and very preliminary data from the CYCLE project needs and resources assessment.

In Liberia and Sierra Leone, the CYCLE program will be working closely with existing IRC education, child protection, gender-based violence and economic opportunity programs (*see section 6.2).* The IRC, in collaboration with key stakeholders and partners at the community, national and international levels will use their collective expertise gained over the years, available resources and existing structures to

[2] *Focus on Children*, U.S. Department of Labor, Bureau of International Labor Affairs, International Child Labor Program, September 2002, p.5.
[3] *Every Child Counts: New Global Estimates on Child Labor*, International Child Labor Organization, 2002.
[4] ILO Convention 182 defines WFCL as the "use of any individual under the age of 18 for the purposes of debt bondage, armed conflict, commercial sexual exploitation, drug trafficking, and other types of work identified as hazardous to children..."

further strengthen and build the capacities of communities, civil society and educational services to address the needs of children who are engaged in or at risk of engaging in exploitative labor as a matter of urgency.

1.1 Country Backgrounds

Liberia and Sierra Leone are two of the poorest countries in the world and both have experienced devastating civil wars. Both countries rank among the lowest of all nations included in the United Nations Development Program's (UNDP) human development index. War and displacement, which raged between 1989 and 2003, exacerbated an already difficult situation created in part by years of poor governance and political corruption. A relative peace has been achieved in both countries with the support of the international community and the signing of the Lome Peace agreement in 1999 for Sierra Leone and the Comprehensive Peace Agreement in Accra for Liberia in 2003. Currently both countries are trying to rebuild but the magnitude of need and the weak capacity of the state have inevitably affected the pace and impact of these efforts.

During the war in Liberia, approximately 300,000 Liberians became internally displaced, and of these, 80 percent were women and children.[5] Another 320,000 became refugees in the neighboring countries of Sierra Leone, Guinea and Cote d'Ivoire. In Sierra Leone, war displaced nearly 1.5 million people internally and 500,000 fled into neighboring countries and became refugees. In addition, there were an appalling number of deaths and injuries caused to civilians and fighters alike. These conflicts destroyed much of the countries' respective infrastructures, including education and health facilities, devastated their economies, and exposed children and youth to years of terror, abuse, insecurity, and loss of stability and family structures.

Sierra Leone and Liberia must overcome serious challenges such as lack of health or educational infrastructure in a context of poverty and limited government capacity. As Mike McGovern, West Africa Project Director for the International Crisis Group recently stated, Sierra Leone's "No. 1 challenge is youth unemployment. This is one of the major causes of war in 1991, and there are more unemployed people in Sierra Leone today."[6] Liberia recently inaugurated Ms. Ellen Johnson-Sirleaf, a veteran politician and expert on development economics. She is the first African female president and is known as the "Iron Lady" due to her resolve as an opposition politician during Liberia's misrule under Charles Taylor. There is strong support from the international community to help the new President to bring much needed development to her country. While Ms. Sirleaf-Johnson's inauguration and appointment of several strong human rights activists to Cabinet positions represent very promising steps forward, she is taking the reins of a country devastated by war and violence, with massive unemployment rate (about 80%), poor governance and sanctions imposed by the United Nations Security Council on diamond and timber exports.

As a result of the current situation in both countries, the IRC views the CYCLE project's objectives of promoting the protection, education and employability of children and youth, as addressing some of the

[5] Watch list on Children and Armed Conflict, *Nothing Left to Lost: the Legacy of Armed Conflict and Liberia's Children,* Watch list on Children and Armed Conflict, June 2004, p.3.
[6] Reuters, Sierra Leone, December 31, 2005

most fundamental problems facing Liberia and Sierra Leone today and helping to ensure lasting peace in both countries, and in West Africa more generally.

1.2 Child Labor in Liberia and Sierra Leone

Child Labor Nation-Wide

Child labor in both of these countries is widespread due largely to war, poverty and a general breakdown of social services. The Government of Sierra Leone's Multiple Indicator Cluster Survey of 2000 reports that 72 percent of children ages 5 to 14 were involved in child labor. Statistics on child labor in Liberia are limited, but according to the Liberian Ministry of Planning and Economic Affairs, only 55 percent of males and 41 percent of females (of unspecified ages) are currently economically active, and out of these numbers only 20 percent are formally employed.[7] Based on IRC's assessment and experience working in Liberia, we estimate that a high proportion of those people who are economically active are children and youth under the age of 18. Both countries have large informal economies, in which the majority of working children are engaged.[8]

Children and youth from a range of socio-economic backgrounds are engaged in multiple forms of child labor in Sierra Leone and Liberia. UNICEF estimates that in Sierra Leone, 60 percent of children are engaged in economic activity, and this extends from the poorest to wealthiest of families.[9] In both countries, children and youth are involved in types of work that are considered culturally appropriate, such as household chores, or in family farms or businesses. Other forms of labor in which children and youth often work are street labor and vending, forced begging and manual labor. This work is frequently unpaid and can range from being safe and harmless, to being life-threatening and exploitative, and in many instances preventing children from accessing school and other learning opportunities.

Children and youth are also involved in activities that fall under the WFCL definition. In both countries, children and youth through abduction or voluntary recruitment have served as combatants, porters, laborers, cooks, cleaners, spies, and "wives" or sex slaves for the fighting forces. In Liberia, it is estimated that as many as 20 to 30 percent of the 103,000 who formally demobilized in Liberia in 2004 were children.[10] Information also points to the continued recruitment of children and youth for participation in other regional conflicts.[11] Children and youth in both countries also work in the sex trade. Children from poor rural areas in Sierra Leone and Liberia are vulnerable to trafficking for sexual exploitation and labor throughout West Africa. In Freetown and Monrovia, where the commercial sex trade has unfortunately grown with increasing numbers of military, UN and humanitarian staff deployed, the prevalence of child prostitution is on the rise.

---

[7] *Labor Market and Training Needs Assessment: Mapping of Reintegration Opportunities for Children Associated with Fighting Forces, A Report Covering Liberia.* International Labor Office: International Programme on the Elimination of Child Labor and UNICEF Liberia, March 2005, p.ix.

[8] *Ibid.*, p. 16-17.

[9] UNICEF Multi-Indicator Cluster Survey, 2000.

[10] *Youth, Poverty and Blood: The Lethal Legacy of West Africa's Regional Warriors,* Human Rights Watch, Vol. 17, No. 5A, March 2005.

[11] Human Rights Watch March 2005 Vol. 17 No.5A.

Child Labor in CYCLE Target Areas

With support from DOL, the IRC together with its US-based partner the International Initiative to End Child Labor (IIECL) and Local Non-Governmental Organizations (LNGOs) has conducted a needs and resource assessment in selected areas in both Liberia and Sierra Leone that sheds light on the scope of child labor and access to education. In Sierra Leone, exploitative child labor identified during the assessment included mining, sex work, charcoal making, quarrying, and brick making, among others. In Liberia, the surveyed children who were involved in exploitative child labor were engaged primarily in domestic service, quarrying, mining, construction, soldiering, manufacturing or rubber tapping and street vending.

Data emanating from the assessment organized in Montserrado, Lofa and Nimba Counties in Liberia and Freetown, Kono district and Tongo Fields in Sierra Leone suggest that about 30.2 percent of children in the areas assessed in Sierra Leone and 28.8 percent of children in the areas assessed in Liberia are engaged in the exploitative child labor. While these figures are likely to underestimate the magnitude of the problem due to the often invisible nature of the WFCL and to the mode of sampling and household survey methods employed, other estimates of hazardous work seem to corroborate that larger proportions of children in both countries are engaged in unconditional WFCL, which according to the ILO includes all work which by its hazardous nature or the circumstances in which it is carried out, can be considered a worst form due to the degree of risk for the child involved. For example, according to the preliminary assessment findings, approximately 71 percent of children surveyed in Sierra Leone are performing work that places their health and safety at risk, while 29.8 percent have experienced a serious injury that had adverse consequences on their work and school participation. In Liberia, 28.8 percent of all children surveyed were classified as performing inappropriate types of work, such as domestic service, construction, mining, military, portering, manufacturing, rubber, timber, quarry work, sand digging or casual labor. In addition, in Liberia, 21.1 percent were using dangerous tools, namely power saws, hand-held saws, cutlasses (short or long-handled) or sickles; 10 percent had reported injuries due to work that had serious consequences to work or school participation; and 11.3 percent of all children interviewed reported doing more than 25 hours of work for their family per week.

Types of work differed considerably between boys and girls, but children and youth of both sexes were engaged in heavy and dangerous activities. In the Liberian community of Karnplay for example, one child noted how children seem overworked, saying "I feel discouraged when there is still more work to be done after working all day." In her community, it is common to see small girls toting water and firewood, carrying heavy loads on their heads, and making bricks – work that causes pain to their bodies. Girls' bodies are also put at risk through commercial sex work. A small focus group of 5 sex workers in Chicken Soup Factory (Montserrado), explained that they were all from Lofa County and had come to Monrovia to work in the sex trade. When asked how they get money, they responded, "Sell fufu; get money from boyfriends, and work on the streets at night." When they do sex work, they never wear "raincoats" (condoms) and they indicated that they "get more money for not using raincoats." The girls hire

themselves out and have on average 2 to 3 boyfriends a night, and up to 15 regulars. The youngest girl was 14 years old and had never been to school.

Many of the surveyed boys in both countries were self-supporting, especially in Nimba County. In Tappita for example, boys would go to the forest to cut palm-nuts to make palm oil, haul water and fuel, clean compounds, load cars and cook for households. Another self-supporting boy was quick to point out why he was not going to school, saying "I am not going to school. I have to work to sustain myself. I have to feed my family, as the breadwinner." Because of the need to earn money to support themselves and also their families, most boys see child labor as showing a sense of responsibility. They do not see overworking themselves as being wrong.

Parents seemed to have well-developed notions of the types of work that are inappropriate for children. In all communities, parents stated that children should not do hard labor and illegal activities such as stealing. In communities in close proximity to mines, namely Koidu, Small Sefadu and Tongo Fields in Sierra Leone, mining was also mentioned. In several communities, particularly those closer to urban centers, prostitution was highlighted as an inappropriate job for children. However, several parents were also frank in admitting that children's labor was essential for their families' well being. A parent in Manjama, Sierra Leone told the group candidly that "because of poverty we are forced to let the children work." In Liberia, parents were concerned about the amount/percentage of parentless children roaming the streets of their community, particularly in Saclepea, Gbapa, and West Point. As one parent said, "Parents don't have the means to take care of their children resulting in most of them being in the street."

Employers in both countries echoed the need for income as a reason for children's work. In Aberdeen (West Urban District in Sierra Leone), the focus group was made up of fishermen who emphasized that they only employed children who were already not attending school, living on the streets and needed the wages in order to support themselves. The Aberdeen group felt that employers had little role to play in improving the living situation of their employees. Instead, they emphasized the need for organizations to get these children off the streets by providing shelter. Aberdeen employers felt that formal education could provide a viable alternative for younger child employees and believe the government and NGOs should offer free compulsory education.

Community leaders were varied in their attitudes and level of awareness about child labor. In Sierra Leone's urban centers of Aberdeen, Waterloo and Koidu, the community leaders had well-developed understandings of child labor. In Aberdeen, one community leader summarized it as "exposing the child to hazardous chores that are not equivalent to the age of the child." Conceptions of the WFCL varied according to the types of jobs available in each urban community – prostitution was highlighted as a problem in all three communities, while mining was mentioned only in Koidu. Leaders in Small Sefadu and Tongo Fields highlighted children in mining as a problem, and in Tongo Fields prostitution was also mentioned as one of the WFCL.

The CYCLE project will target children and youth ages 5 to 17 involved in or at-risk of exploitative child labor, and others, whose work prevents them from accessing education or training opportunities that would enable youth to secure a more appropriate, safe and productive livelihood upon reaching the legal

working age. In doing so, CYCLE will take into account the needs, expectations and contributions of all the various stakeholders, but especially local level actors such as the children and youth themselves, their parents, teachers, community leaders and employers.

1.2 Education in Liberia and Sierra Leone

Years of war has devastated Liberia's and Sierra Leone's education system. During the ongoing reconstruction process, both countries face massive infrastructure damage; teacher shortages; an under-resourced and low capacity Ministry of Education (MOE); large numbers of children and youth who have missed years of schooling; and the challenge of reintegrating and returning internally displaced persons (IDPs), refugees and former child soldiers. Since their respective peace agreements, much has been done in Liberia and Sierra Leone to revitalize the education system, develop flexible education alternatives and transitional education mechanisms, and to attend to the specific needs of marginalized and vulnerable children. However, there is still great need in both countries to increase the reach and quality of education, as large numbers of children and youth, especially working and other vulnerable children, have no access to formal or non-formal learning opportunities.

(a) Education in Liberia

Education Nation-Wide

While Liberia's peace agreement was signed in 2003, areas of the country hardest hit by the war, such as Lofa and Nimba counties, were not declared safe until 2004. Hence, while national education statistics are useful in illuminating the devastation to the entire country's education system, they may not fully reflect the magnitude of impact in the regions most affected by the war, which are well below the national averages on most education indicators.

Approximately 80 percent of Liberia's education infrastructure was destroyed during the 1989-1997 war, and this damage was only compounded during the resurgence of conflict in 2003.[12] Currently, national efforts are underway to train teachers and (re)construct schools and learning centers; however, while progress is being made there is still enormous need, especially in rural and hard-to-reach areas. The government is supporting a national 10-week teacher training certification in order to rapidly build up its teaching force, which is seen as a positive step towards addressing the teacher shortage problem. However, the course is too short to truly address issues of teaching quality within Liberian schools, which is one of the contributing factors to poor enrollment and retention rates.

Moreover, large numbers of children and youth are not accessing education and nearly half of school-age children are out of school. [13] This figure is even higher if youth who have not had access to education, but are older than "school-age," are included. Indeed, a tremendous problem facing the education system is the large number of "over-age" youth who have missed years of schooling but are not able to re-enroll in primary school. Predominantly, these youth include working children, former child soldiers, and teen mothers who are not enrolled in school because they are considered "too old" to sit in

[12] Watch list, p.3.
[13] Watch list, p.1.

classes with "small children" in addition to having a range of daily responsibilities that keep them out of school.

The Accelerated Learning Program (ALP) has been re-introduced by the MOE to provide transitional education options for over-age children and youth. Some over-age youth will not be interested or find it feasible to enter transitional education opportunities and while there is a national vocational education program for adults through the Liberia Community Investment Program (LCIP), there is not one for youth under 18. Non-formal and vocational skills training opportunities for youth under 18 years must be expanded to further address the demands and needs of this particular population.

According to estimates from the Ministry of Planning and Economic Affairs, there are 1,329,342 school-going students age 5 to 24 years and 48 percent of all school-going age children are concentrated at the primary level. With a primary school Net Enrollment Rate (NER) of 46 percent, more than half the Liberian children of school-age are out-of-school.[14] Of the children and youth who do access school, boys are enrolled at almost twice the rate of girls (with boys comprising 61.4 percent of students). In addition, the drop out rate is high with only 35 percent of boys and 27 percent of girls of school-going age persisting to grade 5.[15] According to a 2001 report, among those who complete primary education, only 42 percent attain the minimal levels of learning achievement, highlighting the poor quality of the education system.[16]

While Liberia has officially guaranteed the right to Universal Primary Education (UPE) sometime ago, there are still numerous associated costs that keep children from accessing and staying in school. These include uniforms, notebooks, pencils and often school or "registration" fees. Because of Liberia's large teacher shortage, many schools are collecting fees from each student in order to pay volunteer community teachers who are not on the MOE's payroll or to contribute to a school "building fund."

Education in CYCLE Target Areas

As part of the needs and resources assessment, focus group discussions were conducted in all 3 targeted regions of Liberia with groups of children and youth, employers, parents, community leaders and teachers. Children and youth overwhelmingly mentioned the desire for school feeding programs, supplies, and help with school fees in relation to the constraints they faced in attending school. They also talked about the need to work to support the family or to pay for schooling. Of the children who worked to pay school fees, they noted that they have "no chance to leave work, and you have to sell [and work] to pay your school fees." Another comment was that "Learning in Liberia is very slow because of high school fees." The primary reasons for dropping out of school were linked with poverty, early marriage, pregnancy, and the need to self-support and/or provide income for families. Although there seems to be universal recognition of the value of education, the war also created a situation where some children, particularly CAFF, became accustomed to making "easy" money and are therefore frustrated by school.

The employers interviewed during the baseline assessment in the surveyed communities generally recommended building more schools, providing free education, transportation, and trade schools for

[14] Ibid
[15] Ibid
[16] UNDG,2004

training children and parents in vocational skills. They also noted the need for additional training of teachers and school authorities. The employers mainly believed that high levels of unemployment and the lack of funds to send children to school and buy necessary materials were the major issues facing children in their communities. As one employer in Karnplay (Nimba County) expressed, "Parents are not in the position to help their children because they [parents] are not gainfully employed." A recommendation made in several communities is reflected in the words of a parent in West Point (Montserrado County), "Empower the parents to be able to send their children to school by reducing or eliminating the cost of schooling." In summary, the consensus is that children are not attending school due to financial constraints and lack of parental control.

Community leaders identified many of the same barriers to schooling, in particular, the need for children to "look for money" and "be able to feed themselves," as stated by a community leader in Gbapa (Nimba County). In another case, a chief concluded, "There's no free education...Because of poor living conditions, children abandon schoolwork to help at home." He continued, "When they say free, it's not free. Parents pay for uniforms, school supplies, and staff." The chief's comments were echoed in all the communities. Another concern raised in many communities in Liberia, centered on the creation of opportunities and avenues of education for those children who are "overgrown in age and grade." These young people are "behind" either due to missing and/or failing grades or from having been away during the war.

In all communities, parents expressed a desire to send their children to school and stressed that the greatest barrier is lack of financial means. Parents understand the value of education and vocational training and are genuinely concerned about the conditions that impede their children's school attendance and educational growth. As one parent in Saclepea (Nimba County) stated, "There is no cash crop planted to help pay school fees...no cattle to sell to sustain myself and educate my children." When asked how the CYCLE project can help give education to children, parents in Red Light (Montserrado County) responded: "a good NGO [could] come to the aid of parents. If fees are reduced and fees paid, it will bring relief." Another parent in Voinjama (Lofa) expressed that "CYCLE can help by providing basic social services and school supplies, like textbooks, and should get involved with transport and free schooling." Parents in Saclepea and also in West Point shared that they tell their children to go to school, but their children say that they are already making money so "look down on education."

Focus groups with teachers conducted in Voinjama and Foya in Lofa County, Chicken Soup Factory and West Point in Montserrado County and Saclepea and Gbarpa in Nimba County indicated that there is not enough money for basic school supplies and often for staff salaries. Many teachers are not paid, and of those that are paid, it is rarely on time. Other issues raised by teachers in Liberia were common to all focus groups as described above.

(b) Education in Sierra Leone

Education Nation-Wide

Like Liberia, certain areas within Sierra Leone were more heavily impacted by the war and conflict than others (such as Kono district) and national figures do not necessarily represent regional disparities. With the peace agreement signed in July of 1999, Sierra Leone has had slightly more time for reconstruction activities than Liberia and national school rehabilitation and (re)construction efforts are attempting to address the country's massive infrastructure damage. In 2003, 55 percent of schools in Sierra Leone were still destroyed and only 15 percent were found to be in good condition.[17] There continues to be a shortage of teachers, especially female teachers, which is most acute in rural and hard-to-reach areas. Despite national efforts at rapid teacher training, the teacher shortage has led to a large number of untrained and unqualified teachers working in the education system. A recent World Bank survey found that only 50 percent of teachers in Sierra Leone were trained.[18] In Kono District, for example, 71 percent of primary school teachers and 30.9 percent of secondary school teachers do not meet the minimum qualifications, but because the need for teachers is so great, schools have been obliged to hire them.[19]

Children and youth have had increasing access to education since the end of the war, thanks in part to the national "Back to School Campaign," among other things. Recent data from the Sierra Leonean Ministry of Education, Science and Technology (MEST) suggest that 72 percent of children enroll in first grade. [20] However, the same data also point to the difficulty of retaining these students with only 23 percent children enrolled in primary school reach the 6th grade and only 5 percent reach the 7th grade.[21] For many of the same reasons as students in Liberia, students in Sierra Leone have difficulty enrolling or persisting in education due to a variety of factors, including the direct and opportunity costs of education, inflexible school calendar, poor school facilities and poor teaching quality.

Sierra Leone has also been faced with large numbers of children and youth who missed years of schooling. During the war, Refugees International estimates that up to 70 percent of the school-aged population had limited or no access to school. This led to an extremely high proportion of youth, approximately 68 percent of 15 to 20 year olds, who had never attended formal schools.[22] The national Complementary Rapid Education for Primary Schools (CREPS) program in Sierra Leone was aimed to provide transitional education opportunities to this group of children and youth. Although this program ended in 2005, it has now been restarted with the support of the government and UNICEF . Another NGO , called IBIS, is now implementing the CREPS program. IRC has met with this NGO and the two organizations agreed for CYCLE to refer students to the CREPS program.

Education in CYCLE Target Areas

During the needs and resources assessments in Sierra Leone, parents overwhelmingly agreed that reducing school fees, building new schools and classrooms, distributing school supplies, providing food at

[17] *Global Survey on Education in Emergencies*, Women's Commission for Refugee Women and Children, New York, February 2004, p.68.
[18] *The State of the World's Children 2004: Girls, education and development in Sierra Leone*, UNICEF, Brochure from UNICEF-Sierra Leone office.
[19] GoSL, MEST, "Education Data Pack (3rd Data Collection Exercise; for 1st half of 2004)", October 2004, p.3.
[20] MEST data, received during IRC interview with Dickson J.S. Rogers, Director of Inspectorate, MEST (17 June 2005).
[21] Ibid.
[22] *Global Survey on Education in Emergencies*, p.62.

schools and assisting parents with income generating activities (IGAs) would enable them to send their children to school. In more rural areas, such as Small Sefadu and Manjama, teacher training was also mentioned as a necessary input into the education system.

Focus groups with teachers were conducted in Waterloo, Koidu, Small Sefadu, Kainkordu, Fuero and Tongo Fields. In general, teachers highlighted the same barriers to education as parents and community leaders—the lack of money for school fees, and the shortage of classroom space and classroom materials. However, they also highlighted several issues that particularly affected them; for example, they mentioned the need for the timely payment of their salaries, and in rural areas, the need for distance training for teachers. In Tongo Fields, teachers specifically highlighted the need for more support for non-local teachers in finding accommodation, and the need for greater supervision of teachers.

1.3 Existing National and Regional Efforts Addressing Child Labor and Education

Recognizing the severity of child labor and the need to provide children with access to quality education, both the Liberian and Sierra Leonean governments in conjunction with international and national partners have undertaken various initiatives to address these issues (see Table 1). The IRC and its project partners are currently very involved in many of these initiatives and through this project will work to build the technical and operational capacity of both governments to carry key initiatives forward.

Table 1: Key government child labor and education agencies, policies, and initiatives

Government	Liberia	Sierra Leone
Ministries	• Ministry of Education • Ministry of Labor • Ministry of Youth and Sports • Ministry of Planning and Economic Affairs • Ministry of Gender and Development	• Ministry of Education, Science and Technology • Ministry of Social Welfare, Gender and Children's Affairs • Ministry of Youth and Sports • Ministry of Labor • Ministry of Mineral Resources
Policies	• 10-year Education Master Plan • Education for All Plan of Action • National Policy on Girls Education	• National Youth Policy • National Education Action Plan • National Child Rights Bill
Commissions/ Networks	• National Commission on Child Labor • Liberian National Coalition for Education for All • National Teachers Association of Liberia	• National Commission for War-Affected Children • Trafficking in Persons Action Committee • Sierra Leone Police Department Family Support Unit

National Programs	• Accelerated Learning Program – funded in part by USAID • Teacher's Certificate "C" Training • Quick Impact Rehabilitation: funded by UNMIL • Liberia Community Investment Program: funded by USAID	• Complementary Rapid Education for Primary Schools: funded by IBIS and UNICEF • Community Education Investment Program: funded by UNICEF • Training and Employment Program • Rapid Response Education Program • Sababu Education Project: funded by GoSL, ADB, IDA

(a) Liberia

To combat child labor, the Liberian Ministry of Labor (MOL) spearheaded the National Commission on Child Labor. Members of the National Commission include various ministries of the Liberian government, including the MOE, national NGOs such as the African Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN), an IRC project partner, and private corporations such as Firestone. While it has been in place for over two years now, the Commission is not yet functional due to lack of funding and leadership. However, members of the Commission told the IRC that they would like to raise awareness about the hazards of WFCL and the importance of education, advocate for the passage of child-friendly legislation, and support the creation of a database to house child labor statistics. Key members of the Commission are eager to work with CYCLE to bring working children into education systems. Between June 1-3, 2005, representatives from the MOE and MOL participated in a national child labor workshop convened by the IRC. At this workshop, the MOE and MOL committed to creating a Taskforce to Combat Child Labor through Education that will broadly create public awareness on the dangers of child labor and the benefits of formal and non-formal education and will reinforce community level efforts to enable working children to access school and other learning opportunities. The MOE also supports a key transitional education program for out-of-school and over-age children and youth by working with partners, including the IRC, to implement an ALP that condenses 6 years of primary school into 3 years (see Section 3).

In many ways Liberia's legislative and policy environment supports children's rights and the improved supply of education. Liberian law prohibits the employment of children under the age of 16 during school hours in the wage sector[23]; the MOE and MOL have complementary policies on child labor, children working in school, and a quality school environment; and ILO Convention 182 has been ratified. However, the government lacks the resources to properly monitor compliance with, enforce or implement existing laws and policies.[24] Legal protection could also be improved, including the domestication of the

[23] *Country Reports on Human Rights Practices, 2004,* Bureau of Democracy, Human Rights, and Labor, 28 February 2005, US Department of State, http://www.state.gov/g/drl/rls/hrrpt/2004/41611.htm.
[24] International Rescue Committee, "National Reflection Workshop on Child Labor in Liberia", June 1 – 3, 2005.

ratified ILO Convention 182 and the ratification of ILO Convention 138, which the government has promised[25] to do.

(b) Sierra Leone

The Sierra Leonean government has undertaken a number of initiatives to strengthen the education system and to enroll vulnerable children in school. The government established the Education Act of 2004, CREPS schools for over-aged and disadvantaged children, the SABABU project for the rehabilitation of basic education, and the DDR program to integrate ex-combatants into vocational institutions. In addition, the government supported UNICEF's CEIP program to reintegrate the child ex-combatants into the formal school system and introduce some vocational education courses into the formal school curriculum. In the Education Act of 2004, the government declared free primary education, proposed to pay the WAEC fees for all primary and junior secondary terminal examinations, and provide uniforms and core textbooks to girl children entering into junior secondary school.

The Sababu Education Project seeks to assist the government in rebuilding the education sector, including schools and vocational skills training centers, through an ambitious plan to reconstruct a junior secondary school and a reasonable number of primary schools per chiefdom, equip them with furniture and teaching and learning materials, and build the capacity of MEST to manage them. While this is an important and ambitious program, it is estimated that current funding will only meet 25 percent of the basic education needs of the country and furthermore, the work has proven to be slow and unsatisfactory in quality.[26] Much work needs to be done to realize the full potential of these initiatives and to complement the gaps they leave. Two key initiatives addressing the educational needs of marginalized children are the previously mentioned CREPS and CEIP programs. Unfortunately, the CEIP program has not been able to continue operation due to funding from donors drying up, although the MOE very much want the programs to continue. CREPS program also ended at the close of 2005. However, the government has been able to identify another NGO to implement the project in parts of the country including Kono district

Like Liberia, Sierra Leone's legislative and policy environment is supportive of children's rights in many ways, but the government often lacks the resources to effectively enforce and implement key laws and policies. As indicated earlier, recently, the government decided to pay National Primary School Exam and Basic Education Certificate exam fees, reduce the cost of textbooks by 60 percent,[27] abolish tuition fees for all students in grades 1-6 and for girls in secondary schools and provide them with free basic school supplies; however, there is a lack of resources to put these promises into action. [28] Sierra Leone has not ratified ILO Conventions 182 or 138, but a bill for the ratification of the two conventions was recently passed to parliament for approval. There are a number of other child-friendly laws that have been passed; for instance, children under 15 cannot work in any public or private industrial undertaking, and boys under

[25] Speech by Her Excellency Mrs Ellen Johnson Sirleaf to the 95th ILO Congress in Geneva on June 7, 2006 as published by the Informer newspaper
[26] *Sababu Education Project: Bringing Opportunity Now for a Better Tomorrow*, Status Report, June 2005, p.1.
[27] *Focus on Children.*
[28] UNICEF-Sierra Leone Education Programme.

16 and females of all ages may not be employed in mines.[29] However, our assessment reveals that children, both boys and girls, do work in mines and other harmful forms of work.

One challenge to preventing children from engaging in harmful work, in addition to weak law enforcement capacity, is the fact that under Sierra Leonean law, children aged 12 to 18 may engage in non-hazardous occupations, with consent of their parents.[30] National laws regulating work in mines, minimum age of employment and children's work at night have been put in place to contribute to reducing or eliminating WFCL in the country. The National Education Action Plan was adopted, which emphasizes improving the quantity, quality, and relevance of education, however little action on it has been taken. The National Commission for War-Affected Children was established to increase educational opportunities, particularly for girls who have not been able to access demobilization and reintegration services, but it has remained inactive. Currently, the government has no advisory committee specific to combating child labor that would centralize efforts and ensure that work of various ministries is complementary rather than duplicative; however, recent statements of the Government Ministers indicate that they have a keen interest in combating child labor. For instance, the Minister of Labor has brought to the attention of his fellow cabinet Ministers the approval of this grant by the DOL to combat the WFCL in Sierra Leone and has already identified a focal point in the MOL to facilitate the activities of the CYCLE project.

2. Target Groups

2.1 Geographic location

CYCLE's interventions will target nine communities in three counties in Liberia. In Montserrado (PHP, Red Light and Chicken Soup Factory), Nimba county (Karnplay, Ganta and Tappita), and in Lofa county (Voinjama City, Zorzor Town and Foya). In Sierra Leone, CYCLE's interventions are targeting seven communities in three districts. In Freetown, CYCLE will be targeting the communities of Aberdeen and Waterloo Rural District. In the Eastern Province CYCLE will target the communities of Koidu, Small Sefadu, Manjama, and Koardu, in the Kono District, as well as Tongo Fields in the Kenema District.

These regions were selected based on the following criteria: 1) prevalence of exploitative child labor and children at-risk of becoming engaged in exploitative child labor; 2) impact of war in terms of destruction of infrastructure and social services; 3) high incidence of internal migration and refugee return; and 4) the IRC's existing presence, logistical and organizational capacity, reputation and rapport with key stakeholders, including children and youth in these communities. New activities funded from this grant will build upon and expand existing IRC and partnering NGO programs and share infrastructure, resources, and operational support to provide a holistic package of services to targeted children and their families and the communities in which they live. The IRC aims to target interventions in areas with a high density of vulnerable children as well as the requisite logistical and staffing systems already in place to expeditiously support CYCLE in terms of its implementation, monitoring, and evaluation requirements, further ensuring the impact and cost-effectiveness of the project.

---

[29] Ibid.
[30] *Focus on Children.*

While infrastructure all around Liberia was damaged during the war, Lofa and parts of Nimba counties were among the most severely damaged. With little infrastructure, services or employment opportunities in Lofa and Nimba are limited, and many people, including children and youth, have migrated to Monrovia and other parts of Montserrado County. These three counties have a large percentage of displaced, returnees and ex-combatants with 20 to 35 percent of the total returnee and IDP population in Lofa County and 10 to 20 percent of the returnee population in Nimba and Montserrado counties.[31] Moreover, 20 to 35 percent of ex-combatants moved to Montserrado and 10 to 20 percent went to Nimba County. Lofa and Nimba Counties also afford few opportunities for formal employment, and as a result many people, including children and youth, are engaged in WFCL such as prostitution, street selling, logging, drug selling/smuggling, mining and working on rubber plantations.

In Sierra Leone, Kono and Kenema districts and the capital city Freetown were among the areas most severely impacted by the war. In Kono, 94 percent of all buildings, including schools and other learning sites, were damaged or destroyed and much still needs to be rebuilt. Kono experienced the second highest displacement during the war of any district in the country and as a result has had a high number of returning refugees, IDPs, and ex-combatants after the war, many of whom are children under 18 years of age. Kono and Tongo Fields are also rich in diamonds and many people, including children and youth, migrate to these regions to seek work in the diamond mining industry. Likewise, Freetown, with its range of economic activities attracts many war-affected and impoverished people seeking to find some means, however desperate, of making a living. This high level of migration into these three areas has put considerable strain on the existing infrastructure and public services, which were often weak to begin with. As a result, many people who migrate to these areas have little or no access to even basic public services, which only increases their marginalization and vulnerability.

2.2 Target Populations

The direct beneficiaries of the CYCLE project will include 29,890 children and youth ages 5 to 17, who are withdrawn or prevented from engaging in exploitative child labor in the abovementioned regions of Sierra Leone and Liberia. Since children of all ages in Sierra Leone and Liberia have suffered prolonged loss of schooling and exposure to trauma and the overwhelming poverty of opportunity (in terms of education or livelihoods) in both countries, CYCLE considers all children and youth ages 5 to 17 who meet certain eligibility criteria (see Categories A – F below) as a priority for expediting their entry into an appropriate educational service. While other projects in the targeted regions and communities have focused specifically on ex-combatants, CYCLE has learned from the communities that this strategy has had the unintended consequences of appearing to reward bad behavior; encouraging children to pick up arms in order to reap the short-term benefits of various demobilization and disarmament projects; and exclude girls and women associated with fighting forces (due to lack of weapons) as well as other war-affected children and youth.

---

[31] Humanitarian Information Center, *IDPs, Returnees, Ex-Combatants Preferred County of Return*, October 21, 2004.

CYCLE ELIGIBILTY CHART

Category	Age Range	Eligibility Criteria	Services Needed
A	5 to 11	Working in WFCL	Withdraw from WFCL, rehabilitate and transition into formal school
B	12 to 17	Working in WFCL and over-age for school level, especially girls	Withdraw from WFCL, rehabilitate, and enroll in ALP, formal school or NFE
C	5 to 11	Doing non-hazardous work for more than 14 hours per week, including household chores	Withdraw by reducing # of hours of work and facilitating child's access and retention in schooling
D	5 to 17	Idle children (not in school or at work), children at risk of dropping out[32] and/or those in proximity to peers engaged in WFCL – "at-risk"	Prevent from WFCL through provision of formal or NFE services
E	*14 to 17	Children of legal working age who choose to continue working in a non-WFCL due to economic necessity, but want to upgrade skills or start a business	Prevent through provision of skills training, IGA and other support services
F	*14 to 17	Children of legal working age in WFCL who seek shorter hours or safer conditions (non-WFCL) and education/training services	Withdraw from WFCL through education/training and improving working conditions

*Depends on minimum age laws for the specific type of work involved.

CYCLE aims to provide educational services to withdraw or prevent all eligible children and youth who are engaged in or at-risk of becoming involved in the WFCL. However, within this broad group, CYCLE views the withdrawal of children and youth from the WFCL with the utmost importance. This will include all children and youth involved in the unconditional WFCL (trafficked children; CAFF; forced or bonded labor; prostitution and pornography; and illicit or illegal activities) as well as any work that jeopardizes the health, safety or morals of children, whether by the nature of the work itself or the circumstances in which it is carried out, as defined by ILO Convention 182. Lessons learned from other child labor elimination projects suggest that withdrawal may be easier for children of younger ages who are not yet self-supporting and can rely on other social safety nets or immediate family members for basic subsistence needs. Younger children, having experienced comparatively less trauma and who are still

[32] These students will only be counted if their previous source of educational support has been prematurely suspended causing them to drop out.

accustomed to taking direction from elders are also easier to mainstream back into formal schooling. For these reasons, special emphasis will be placed on withdrawing children ages 5 to 11 who are involved in the WFCL (Category A), and providing transitional education, rehabilitation and reintegration services and mainstreaming them into formal schools.

In addition, the project also aims to withdraw children and youth engaged in exploitative child labor, which prohibits them from accessing, persisting in or benefiting from education. In this category of work, special emphasis will be placed on withdrawing children and youth ages 12 to 17, especially girls and youth who are over-aged for primary school (Category B). As mentioned previously, there are large numbers of youth in Sierra Leone and Liberia who have missed precious years of schooling. CYCLE hopes to expedite their re-entry into the educational system, whether through the formalized ALP programs, non-formal vocational skills training, functional literacy programs or other educational services and provide the support services necessary to facilitate their participation and retention in school.

Also in the category of exploitative child labor, is non-hazardous work between 14-43 hours a week for children ages 5 to 11 years. Many children in Sierra Leone and Liberia fall into this category due to their obligations to carry out household work, such as fetching water or petrol, collecting firewood, doing laundry or working in the fields. While this type of work may not be inherently harmful, especially if carried out with the close supervision of parents or other older family members, the child's degree of responsibility for supporting the household, lack of sufficient time for rest, nourishment, or study and the lack of opportunity for recreation or social development, can interfere with the child's education. As such, CYCLE will give special attention to children (especially girls) ages 5 to 11 whose work hampers their education and development (Category C).

Although withdrawal from WFCL and exploitative child labor is of the utmost urgency, CYCLE also recognizes that sustainable withdrawal from these kinds of work will require substantial support, resources and time. For these reasons and CYCLE's desire to provide durable solutions for these beneficiaries, 7,473 children and youth (25 percent) are targeted for withdrawal.

CYCLE also welcomes the opportunity to protect and prevent vulnerable children and youth from becoming involved in harmful child labor, particularly since they will ultimately be responsible for rebuilding the two countries and sustaining the peace. For this project, children considered at-risk of engaging in exploitative child labor will include:

- ✓ Child heads of households
- ✓ Children in excessive poverty
- ✓ Orphaned children
- ✓ Children from female headed households
- ✓ Child mothers
- ✓ Children associated with fighting forces (CAFF)
- ✓ Other vulnerable children referred through community structures and other IRC projects
- ✓ Must be aged 5 years and above but below 18 years

- ✓ Child must be aged 14 years and below 18 years in order to be enrolled into vocational or skills training
- ✓ And must be living in Montserrado (PHP, Red Light and Chicken Soup Factory), Nimba (Karnplay, Ganta and Tappita) and in Lofa (Voinjama City, Zorzor Town and Foya) counties in Liberia and the communities of Aberdeen and Waterloo Rural District of Freetown and Koidu, Small Sefadu, Manjama, and Koardu, in the Kono District, as well as Tongo Fields in the Kenema District of Sierra Leone.

Lessons learned from other projects designed to combat child labor through education have shown that it is comparatively easier to prevent a child from engaging in child labor than to withdraw him/her once they are involved. While this is true, both objectives require substantial support services and long-term follow-up with individual children and families to ensure the child continues to be withdrawn or prevented from WFCL, and one should not discount the level of effort needed for effective prevention. As in other fields such as healthcare, environmental preservation, or anti-terrorism, the word "prevention" implies clear standards, continuous vigilance, unswerving commitment, a steady stream of resources, and well-equipped monitoring agents. For effective prevention, there are significant monitoring, personnel and resource implications for the project; however, through maximizing local resources and empowering committed local actors, CYCLE believes it can successfully prevent 22,417 children and youth (75 percent of the targeted children) from engaging in or relapsing back into the WFCL and help them to establish the skills needed for a safe and productive livelihood.

Within the prevention realm, CYCLE sees several categories of at-risk. First, due to proximity to peers engaged in WFCL or exploitative child labor, idle children of any age (those who are not in school and not working) can be considered at-risk (Category D).

Second, in a context of chronic poverty, children who reach legal working age may need to work to support themselves or their families. CYCLE shares the cultural belief of most people in Sierra Leone and Liberia that work is a positive force for a child's development and can have a great deal of educational and socialization value. In recognition of this fact, the project will support children of legal working age (may vary from age 14 to 17) who choose to continue working, but would like to find more suitable work or upgrade their skills through vocational training or other needed support, such as business skills training or provision of needed materials and supplies upon completion of training (Category E). Similarly, children engaged in long hours of work who need to continue working part-time, may be supported to attend school on flexible shifts or via other means. For this reason, children or youth may be counted as withdrawn or prevented from engaging in exploitative child labor, whom, as a result of the project, received a direct educational service and are able to work shorter hours, under safer conditions, presuming they are of legal working age and not engaged in work considered exploitative or WFCL (Category F).

The following table, which reflects the standards established in ILO Conventions 138 and 182, will serve as a guide to CYCLE and all its local and national implementing and monitoring partners to identify and track beneficiaries' ongoing working status and will be used to report withdrawal and prevention data back to DOL on a semi-annual basis.

Child's WFCL or AT-RISK Status: (Check the box that is most appropriate for this child's current work status)

Child's Work Status

Age range	Non-hazardous Work		Worst Forms of Child Labor		Not Working
Forms of Work	Light Work (less than 14 hours/week)	Regular Work (between 14-43 hours/week)	Hazardous Work (in hazardous jobs or any work over 43 hours/week)	Unconditional WFCL (trafficked, enslaved, CAFF, drug selling, prostitution, pornography, or illegal activities)	Child is not engaged in any productive or economic activities in or outside of the home.
5 to 11	1.	9.	10.	13.	4.
12 to 14	2.	8.	11.	14.	5.
15 to 17	3.	7.	12.	15.	6.

The grey shaded areas will be considered as child labor in need of elimination, with urgency emphasized for the WFCL. Children and youth targeted for withdrawal from WFCL or exploitative child labor through the CYCLE project will fall into one of the grey categories at the time of intake. Children and youth falling into the white (un-shaded areas) may be considered at-risk depending on their individual circumstances.

Many forms of exploitative child labor are prevalent in Sierra Leone and Liberia. Based on our research and firsthand knowledge of the region, the IRC expects our target groups will fall into the following WFCL sectors: children formerly associated with fighting forces (CAFF); children working in mines (especially diamond mines in Sierra Leone); children working tapping rubber (Liberia); trafficked children; children working in prostitution; children forced to steal, beg or sell goods in the street; children selling or transporting drugs; children working underwater in the fishing and sand quarrying sectors; and children engaged in dangerous or exploitative household or family enterprises. Due to the sensitive and hidden nature of the WFCL, the IRC expects there are additional categories of exploitative child labor that are overlooked or ignored. The IRC's strategy will emphasize improved data collection and community-based approaches to targeting and outreach to ensure that our project beneficiaries include children engaged in even the most "hidden" forms of labor.

The following table shows the anticipated numbers of direct beneficiaries who will be withdrawn or prevented from entering exploitative child labor over the course of the project. Over a quarter of project beneficiaries will be enrolled in educational services by the end of year one of the project.

Table 2: Targeted direct beneficiaries by country enrolled in four educational services over four-year project

Sierra Leone direct beneficiaries (# of children and youth engaged in/at risk of exploitative child labor)				**Liberia direct beneficiaries** (# of children and youth engaged in/at risk of exploitative child labor)			
Year 1		**Life of Project**		**Year 1**		**Life of Project**	
2,774		14,600		2,711		15,290	
Withdraw	Prevent	Withdraw	Prevent	Withdraw	Prevent	Withdraw	Prevent
694	2,080	3,650	10,950	669	2,402	3823	11,467

3. **Program Approach and Strategy**

Project Goal:
Goal: Prevalence of exploitative child labor in Liberia and Sierra Leone is sustainably reduced.

Purpose: Targeted children withdrawn/prevented from exploitative child labor in selected counties/districts in Liberia and Sierra Leone educated.

Outputs: CYCLE has four main outputs that it will achieve by the end of the project: a) Project beneficiaries supported to access locally available education services; b) Improved quality of education for children withdrawn and prevented from child labor; c) Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor; d) Sustainable child labor monitoring strengthened at both community and national levels.

Program Approach:
To accomplish this goal, CYCLE will use a community-driven, multi-faceted approach to work together with children and families to identify the educational needs of targeted children and assist them in accessing locally available education services.

Overall Philosophy

The CYCLE project views its programming as working in tandem with a number of internationally recognized instruments addressing the imperative to increase access to quality education for vulnerable children and youth, particularly in times of emergency or crisis. While Sierra Leone and Liberia have entered a period of relatively stable peace, research suggests that in over 45 percent of countries coming out of a protracted war, a resurgence of conflict will occur within 4 to 5 years. As Sierra Leone and Liberia are just about to reach this critical juncture, CYCLE views education as the essential means of mitigating the driving forces of conflict and providing urgent protection to vulnerable children and youth.

The CYCLE philosophy follows closely the spirit of the widely adopted Minimum Standards for Education in Emergencies (MSEE), which enshrines the right of all children and youth to an education, especially during and after emergencies, and in situations of chronic crises and poverty, such as the fragile post-conflict environment found in both Sierra Leone and Liberia. Education (especially in these contexts) can be both life-saving and life-sustaining, which is why the right to education is set out in many international conventions, including the Universal Declaration of Human Rights (1948); the Convention Relating to the Status of Refugees (1951); the Geneva Convention (1966); the Convention on the Rights of the Child (1989); ILO Convention 182 on the Worst Forms of Child Labor (1999); and the Dakar Framework for Action and the Millennium Development Goal, promoting Education for All (EFA).

Specifically, ILO Convention 182 on the Worst Forms of Child Labor calls upon ratifying nations to "take immediate and comprehensive action" to effectively eliminate the worst forms of child labor, "taking into account the importance of free basic education and the need to remove the children concerned from all such work and to provide for their rehabilitation and social reintegration while addressing the

needs of their families...as a matter of urgency." While CYCLE recognizes the urgency of this task, the IRC's programming principles also call for participatory approaches and durable solutions. In recognition of these principles and the overall objectives of the project, CYCLE's approach centers on supporting peace building efforts in the two countries through a participatory, child and family centered and community-based approach.

In order to ensure that there is support for the project's implementation and a sense of ownership leading to lasting local solutions, the IRC views the involvement of all stakeholders in project planning, implementation, monitoring and evaluation as essential, leading to empowerment and transfer of skills to local communities and to sustainability. The IRC is also focusing on building and strengthening Education Communities – the professionals at district or national level, teachers, parents, community based organizations and committees whose mobilization is essential to children's welfare during the ongoing rehabilitation efforts.

Programming Principles

Five programming principles guide the IRC's work in all settings, across all program areas. These principles will serve as the foundation for the CYCLE project's approach to eliminating exploitative child labor in Liberia and Sierra Leone: *Protection and Promotion of Rights*, *Participation*, *Capacity Building, Partnership, and Holistic Programming.* The CYCLE project will build on the IRC's and its partners' deep knowledge of the local context, as developed through integrated programming in a number of sectors, including Child & Youth Protection and Development (CYPD), Economic Opportunities Program (EOP), Education, Health, and Gender-Based Violence (GBV), among others.

Narrative of Approach and Strategy: Participatory, child and family centered, and community-based.

3.1 (Linked to Logical Framework matrix in Appendix 2)

Goal: Prevalence of exploitative child labor in Liberia and Sierra Leone sustainably eliminated.

Purpose: (Immediate Objective): Children engaged in or at-risk of engaging in exploitative child labor in selected counties in Liberia and Sierra Leone educated.

Outputs:

1. Project beneficiaries supported to access available education services
2. Improved quality of education for children withdrawn and prevented from child labor.
3. Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor.
4. Sustainable child labor monitoring strengthened at both community and national levels.

Project Approach: Participatory and Expedient action for locally available education services

Participatory

As mentioned previously, the IRC places high value on participatory methods, based on real partnership, and reflective of people's rights and the contexts in which they live. That said, CYCLE's

approach builds on stakeholders' strengths, expectations and contributions at all levels and recognizes that concerted efforts and understanding of all stakeholders are vital to sustainably eliminating exploitative child labor in Sierra Leone and Liberia.

At the community level, CYCLE's stakeholders include all children and youth in the two countries; parents and guardians; community leaders (women's leaders, religious leaders, etc.); employers and businesses; adult workers; community-based organizations and local NGOs. Community-based groups in Sierra Leone and Liberia can take the form of Community/Parent-Teacher Associations (C/PTAs), Child Welfare Committees (CWCs), faith-based organizations, girls' social clubs, youth clubs, Ward Development Communities (WDCs), social workers, and women's groups. At the national level, CYCLE's stakeholders include government line ministries, such as the Ministries of Labor, Education, Gender and Youth & Sport; CYCLE's implementing partners; national NGOs and private associations, among others. At the international level, CYCLE's stakeholders include the donor (DOL) and the U.S. Government more generally; other international allies, donors and trading partners; neighboring countries (who have an interest in mitigating regional conflict and cross-border movement of refugees); private investors; multi-national corporations; INGOs; international human rights groups; child's' rights organizations; and international workers' unions.

Child and family-centered: CYCLE's approach, which is in line with the IRC's programming principles, will emphasize the active participation, individual needs and expectations, and meaningful contributions of stakeholders, especially children, youth and their families. Through the use of youth groups, peer educators, PTAs, CWCs, women's groups, WDCs and other existing networks, children, youth and families will be actively involved from the outset in the design, implementation, monitoring and evaluation of the project. Children, youth and adult family members will lead many project activities, take ownership of the educational services in which they are engaged and be responsible for mobilizing and raising awareness amongst their peers, within their families, and with fellow community members. Furthermore, CYCLE recognizes that each child's and family's needs are different, and the barriers to accessing and completing education vary depending on each child's individual circumstances, family context and community resources.

Community-based: Following the IRC's approach, CYCLE's strategy to increase access to and completion of education will focus on enabling communities to mobilize and take responsibility for eliminating exploitative child labor. The IRC believes that ideas and solutions that are conceived of and driven by communities will have a more significant and lasting impact on the social constructs that perpetuate exploitative child labor. Therefore, through the CYCLE project, the IRC will engage existing community structures and networks in activities to strengthen leadership skills and social mobilization techniques and facilitate dialogue and community-driven action planning and problem solving. This community-centered approach is made possible through the IRC's and its partners' years of interactions and networking in the communities targeted by the CYCLE project. Many of the IRC's existing staff originate from the targeted communities and have a long history supporting and facilitating the development and activities of community groups such as CWCs, PTAs, School Management Committees

(SMCs), youth peer education teams and girls' and boys' social clubs. Over the course of the years, the IRC has provided holistic support to communities to enable them to address the needs of vulnerable children and youth, such as young mothers, children who are heading households, out-of-school youth, working children, and children associated with fighting forces.

Therefore, CYCLE will use a child, family, and community-centered approach to identify the immediate educational needs of targeted children and assist them in accessing locally available education services as a matter of urgency. Upon placement of targeted children into an appropriate educational setting, CYCLE will enter into a formal agreement with the child, family, and education service provider to ensure the child's continued commitment to, participation and retention in, and completion of the program. Once the child is placed in the agreed upon program, CYCLE will work jointly with IRC's existing program staff (CYPD, EOP, Education, Health and GBV), partnering NGOs, community based structures (such as CWCs, PTAs, and community facilitators) and local service providers (e.g. teachers, skills trainers, school administrators, community leaders, PTAs, CWCs and peer educators) to provide the holistic and integrated services needed to prevent or withdraw that child from exploitative child labor and to monitor the work status of individual children. Due to limitations in providing personalized and comprehensive educational and psychosocial counseling services to all enrolled children, individual child tracking will prioritize sustainable withdrawal of the most vulnerable cases that need a lot of follow up to ensure that they do not go back to exploitative child labor and remain enrolled.

Expedient

CYCLE aims to provide for the protection, education, rehabilitation and social reintegration of children engaged in or at-risk of exploitative child labor while addressing the needs of their families as a matter of urgency. After many years of violence, displacement and missed education, and considering the fragile state of peace and continued prospect of renewed violence, vulnerable children and youth in Liberia and Sierra Leone do not have time on their side. To avoid the time-consuming tasks of forging new systems or conducting comprehensive identification, assessments, mapping or planning in an uncharted and unfamiliar territory, the CYCLE Project has been designed within the current context of Liberia and Sierra Leone and the specific projects, organizations, community groups and networks that already exist in these countries. The IRC currently supports and works in collaboration with many national and local systems and networks in both countries to improve education, promote child protection, expand economic opportunities, address the needs of vulnerable children and youth, and assist in the rehabilitation and reintegration of former child soldiers and other returning refugees, including separated or unaccompanied minors. On an organizational level, these systems include the following core IRC programs: Child and Youth Protection and Development (CYPD), Education, Economic Opportunities (EOP), Health, and Gender-Based Violence (GBV). At a local community level, these networks include the abovementioned CWCs, SMCs, C/PTAs, and youth groups. At a ministerial and national level, the IRC has strong relationships and collaborates with numerous government entities; the most relevant include, the Ministries of Education, Youth and Labor, as well as the National Commission on Child Labor and the Liberian

National Coalition for Education for All (LINCEFA) in Liberia, and in Sierra Leone, MEST and the Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA).

To maximize synergies with each of these established systems and structures, CYCLE will act as a rapid entry point to link eligible children and youth previously identified, but not currently served by other IRC or other locally existing programs, and provide the holistic and integrated services needed to prevent or withdraw that child from exploitative child labor and enroll and retain them in an appropriate educational service or until the youth has reached the legal working age, and level of functional literacy and/or skill mastery to establish a safe and productive livelihood. The CYCLE project will use a community-based **referral system** that involves established government structures such as the line ministries that CYCLE affiliates closely with, other NGOs, local community structures such as CWCs and PTAs, other IRC departments including Protection, Gender Based Violence (GBV), Child and Youth Protection and Development (CYPD). Some of the referred children may be out-of-school youth who meet the CYCLE criteria and include returnees from refugee camps in Guinea and Sierra Leone who are being reunified with their families. CYCLE will also get referrals from GBV who usually deals with children involved in exploitative sexual abuse situations. CYCLE will only enroll children who meet its criteria. All information about children will be centrally gathered and stored in a secure database, accessible to a limited number of key staff. Data will be handled with confidentiality due to the sensitivity of information gathered. IRC and other Child Protection agencies in Liberia and Sierra Leone have database protection protocols and all relevant program staff will be trained on these protocols.

In addition to building on our experience in Liberia and Sierra Leone, the IRC will seek to replicate and enhance successful models of eliminating child labor through education that have been developed in other regions. Specifically, the IRC is currently implementing two such DOL-funded projects: the Opportunities for Reducing Adolescent and Child Labor through Education (ORACLE) initiative in Uganda, and the Kenya, Uganda, Rwanda, and Ethiopia Together (KURET) initiative, which the IRC is implementing in Ethiopia and Uganda. Both of these projects have produced valuable lessons and models that will be adapted and strengthened for the West African context and facilitate expedited entry of targeted children into educational programs.

3.1.1 Project Strategy: Participatory, child and family centered and community based

Outputs and Activities

The purpose of the CYCLE project is to increase access to and completion of educational services for children and youth engaged in or at risk of engaging in exploitative child labor in select regions of Sierra Leone and Liberia. The IRC will directly and through partners support four types of educational services:

1) Formal primary, junior secondary and secondary school;

2) Accelerated learning which leads into formal schooling;

3) Vocational or skills training which leads into safe and productive employment;

4) Non-formal, functional literacy and life skills education.

The CYCLE project, in consultation with the child, family, and community, will determine which educational service is most appropriate for each child and youth based on his or her abilities, interests, circumstances and needs, as well as locally available resources. The approach used will include the following elements:

1) Rapid intake and assessment on a referral basis;
2) Identification of and linkages with local actors and resources in the early stages of the project;
3) Continuous dialogue with the child, family and local education provider;
4) Consensus on initial placement in a CYCLE-supported program on a voucher system;
5) Documentation and provision of support services needed to address salient barriers to retention and completion;
6) A signed agreement between the education provider and IRC or partnering NGO for an agreed period, with clearly delineated roles, responsibilities and contributions, and mutually beneficial outcomes;
7) Community based monitoring using existing local networks;
8) Frequent and continuous follow-up by community volunteers, social workers, education Officers, and economic opportunities officers and other CYCLE partners on children's working and education status;
9) Ongoing appraisal of child's progress;
10) Regular dialogue with relevant stakeholders;
11) Continuous support throughout and beyond completion of the program to ensure child/youth's attainment of a safe and productive livelihood[33];
12) Periodic adjustments to support services based on changing child, family and community needs;
13) Capacity building throughout the project to sustain needed educational and support services at the local and national levels.

The CYCLE project's strategy is designed to address contextual barriers of the child, family, school, community, government, or workplace/economy as identified by the stakeholders and targeted beneficiaries themselves. The barriers, needs and activities outlined below are based on the IRC's firsthand experience in, direct observation and knowledge of the implementing environments and unique contexts in Liberia and Sierra Leone, as well as rapid participatory assessments and research carried out during the project design stage.

[33] USDoL has confirmed that CYCLE may continue to support students through monitoring and follow-up and linkages to appropriate safety nets and support mechanisms after a youth has exceeded the age of 17 if and only if the child was under 17 at the time of enrolment into the CYCLE program and did not drop out and re-enter the program after turning 18. Support must be provided during the life of the project.

Outputs to Address Educational Barriers

OUTPUT 1: Project beneficiaries supported to access locally available education services.

CYCLE seeks to assist targeted children in accessing locally available education services and provide needed services to remain withdrawn or prevented from WFCL. To accomplish this output, CYCLE activities will address a variety of barriers to education encountered, including: school-based barriers and barriers to access and enrollment.

Barriers to access/enrollment

Direct and opportunity costs: Regardless of the type of educational service, whether it's formal or non-formal schooling, vocational training or accelerated learning, working children are often unable to enroll because of the direct and opportunity costs of education. The direct costs of formal schooling include tuition, official or unofficial "registration" or school fees, books, uniforms and other learning materials. The direct costs of vocational training programs or accelerated learning programs also include tuition and fees, learning materials and equipment for skills training. In addition, child workers and their families depend on the income and/or labor they provide, and enrolling in education or training, particularly formal schooling, typically would require the child to stop working and lose that income. The opportunity cost of lost labor and/or income coupled with the direct costs of education are difficult to overcome for most working children and youth and their families.

Scheduling and age restrictions Many children are unable to enroll in and attend educational programs, particularly formal education, because their work schedules or household obligations do not allow them to, and children who never enrolled in school, or have missed years of formal school, now find it difficult to integrate into the formal system because of their age. Furthermore, in both countries, if a child drops out of primary school at sixth grade he or she will not be able to enroll in Junior Secondary without having passed the primary school completion examination. Too old to return to primary school but unable to enroll in secondary school, these children have few options for receiving a formal education and these children are at greater risk of becoming engaged in WFCL. In addition, children can find themselves in a gap when they reach the age of completion of basic education and leave school, but are not legally permitted to work until reaching an older age. These children can also be more vulnerable to engaging in exploitative child labor, if compulsory education laws and minimum age for employment laws are not harmonized.

Shortage of schools and educational programs: Civil conflicts in both Liberia and Sierra Leone have destroyed many schools. Even today, most of the schools are dilapidated and in need of much improvement in infrastructure. Many children, particularly those who live outside urban centers, are unable to enroll or continue their education even if they have completed a few years of primary school because

junior secondary and secondary schools do not exist where they live.[34] Some types of educational programs (such as accelerated learning, skills training and non-formal education) are flexible in nature and can be implemented at convenient times and place and in a variety of environments. Currently, these existing types of programs in Liberia and Sierra Leone are unable to accommodate more students and access is restricted due to limited funding and support for teachers, inadequate books and resources, insufficient classroom space; and restrictions on eligible target groups such as programs exclusively for ex-combatants.

Formal Primary and Secondary Education

Leveraging IRC's strong relationships with the Ministries of Education in both countries and its current programming in the formal education sector, CYCLE will support access to formal primary and secondary schools for targeted children who determine formal school is the most appropriate option for them and for whom a nearby formal school exists.[35]

- The CYCLE strategy for increasing enrollment into formal schools has been designed around the formal school calendar, which runs from September to July in both countries. Due to the likely starting month of the project, beneficiaries for whom enrollment in formal schooling is feasible and requested will be supported to enroll before September 2006, and will receive support for their formal education for the duration of the project. IRC will organize activities that will prevent these children from returning to exploitative child labor during vacations or school holidays. Through school-based social and youth clubs, IRC will organize and support sports, games, drama, debates, educational video shows, and other recreational activities of the students' choice. These group activities will be organized during school vacations. IRC will ensure that activities involve both boys and girls and institute safeguards to prevent exploitation and abuse of the participants. Youth group facilitators and volunteers will be trained in IRC's policy on preventing sexual abuse and exploitation and must sign IRC's mandatory reporting policy requirements. IRC will also organize **summer school/vacation classes** for students writing examinations or those that missed classes or enrolled late into formal education programs. This will help to improve their academic performances and reduce frustration. Vacation classes will be restricted to the four core subject areas: mathematics, science, social studies and language arts.

To address the abovementioned barriers and increase enrollment in formal schools, the CYCLE project will support the following activities (linked to Activities in Logical Framework):

[34] IRC interview with MEST Kono District officials. June 20, 2005.

[35] IRC will facilitate access into schools where there is currently space or will link children to schools that are being constructed under other projects. Under the CYCLE project, infrastructure and construction support will be minimal and limited to improving existing school facilities in target communities.

1.1 Activities to Increase Access to Formal Primary and Secondary School
1.1.1 Provision of materials and rehabilitation support to schools to absorb additional children. CYCLE will increase access to education by augmenting school capacity and increasing the quality of education provided through provision of desks; important classroom materials (chalk boards, furniture, teaching materials, attendance ledger books etc); and carrying out minor repairs needed to facilitate enrollment in schools close to children's communities. By reducing distances traveled to schools, this support will reduce protection concerns related to children traveling long distances and bring both countries closer to providing universal primary education. Project CYCLE staff are working with government officials, school administration and community leaders to identify the schools that need rehabilitation and other school related materials. The IRC will ensure that not more than 10% of the total budget is dedicated to construction, as per DOL guidelines. The Sierra Leone CYCLE project has no funds in its budget to offer support to schools to have extra grade six classes. IRC continues to lobby the government of Sierra Leone to address this issue. The government of Sierra Leone is now considering options to expand the educational opportunities in Kono and Kenema districts.
1.1.2 Provision of learning materials for students, including books, uniforms, school bags, exercise books, and other locally available learning materials. Project CYCLE will provide learning materials, school bags and uniform to beneficiaries in ALP, Primary, Secondary, Vocational, Skills and Literacy programs. The staff will draw on the IRC experience of providing humanitarian aid in the education sector to ensure that educational incentives are provided in a manner that does not violate the "do no harm" principle and that does not contradict with the government and DOL policies and regulations. The CYCLE staff is particularly focused on avoiding a situation where members of the host community who are not initially eligible for services attempt to (or appear to attempt) to be involved in child labor in order to receive supplemental support. The IRC will draw upon its extensive knowledge of existing beneficiaries from CYPD, EOP, and Education programs in project target areas and the IRC's networks in these areas to ensure that its staffs identify children most in need of these services. During implementation, IRC staff will follow up with beneficiary children/youth on an ongoing basis to ensure that the services provided are appropriate.
1.1.3 Provision of vouchers or scholarships for children to expedite their entry into secondary school and/or formal vocational institutions. In both countries, some students involved in harmful child labor have completed primary school or the equivalent level of education. In addition, some CYCLE beneficiaries initially enrolled in junior secondary school will progress into senior secondary education during the life of the project. Formal or institutional vocational education refers to vocational training which is long term (1 to 3 years in duration), resulting in government approved accreditation. For secondary students and those doing vocational education, the project will provide vouchers either in terms of scholarships or to cover registration fees, tuition fees, examination fees, and core textbooks. Globally, the IRC firmly believes that secondary education should be available to all students. Within Liberia and Sierra Leone, there is a high demand for individuals with education above the primary level, particularly in

this period of reconstruction and revitalization of the respective economies. CYCLE will enroll some of its beneficiaries in schools supported by the IRC Education department which is currently carrying out a State Department-funded $1.5 million secondary school rehabilitation project in Liberia in Lofa and Nimba Counties. The US Department of State grant supports 20 schools in Lofa and Nimba Counties through school construction and provision of learning/teaching materials, but is not tracking or supporting individual students. Currently, CYCLE students are only enrolled in 6 of these schools. CYCLE's support for these beneficiaries enrolled in US Department of State supported schools is focused on filling in gaps such as payment of tuition vouchers, examination fees, and uniforms that are not provided under the other grant. In addition, this US Department of State education grant will end in June 2007.

1.1.4 Provision of business training and income generating, production-centred tool kits, including tools, equipment and supplies for families to carry out income generating activities.

In Liberia, the IRC's Economic Opportunities Program has experience in forming income generation groups in communities. The program has completed a Market Survey which the CYCLE project is using to ensure that vocational skills training options selected by youth are viable ones. In Sierra Leone, the IRC's partner has completed a market survey that the project will use to ensure that income generation options for parents or selected youth will reflect viable market options. The market survey results will also be used to inform vocational education and skills training to ensure that they lead to sustainable employment. Besides vocational counseling and follow-up, business skills training will also be provided during the period of enrollment and then after completion of the program to ensure that the newly graduated students are well placed and successful in securing safe and productive livelihoods. After graduation, CYCLE plans to help some of the students get employment, support others in the formation of collective enterprises and give product-related toolkits so that they can sustain a livelihood. Specifically, to help students form collective enterprises, the CYCLE project will provide information and training at meetings and in some cases, small amounts of in kind material assistance, such as manuals, stationary supplies, tools and equipment. The project plans to follow up the graduates for 6 months after graduation (including at least two in-depth visits). CYCLE will use its standard monitoring system to determine the success or viability of the graduates' economic and productive activities as well as confirm that they are engaged in appropriate work, which does not put them in exploitative situations. (CYCLE has set a target of at least 50% success for this output, using a conservative measure of success. CYCLE will continue to work with graduates who do not meet the criteria for success as long as there are funds available to do so over the life of the project).

The CYCLE project may support families involved in IGA in both Sierra Leone & Liberia with the following key services; technical support; capacity building through basic micro-business training; identification and provision of materials necessary to start up the income generation activities or agricultural ventures (materials might include: tools, manuals and equipment); linkages to micro-credit or savings and loan opportunities; follow-up and monitoring of these families to be sure that the income generation projects are viable or progressing well and the children are not forced to return to child labor. IRC also helps families to access financial services where possible; IRC encourages some of the families to work in groups based on their interests. It is comparatively easier for groups to access wholesalers and

other financial services than individuals. Specifically, IRC will hold meeting sessions with families to link those receiving similar IGA assistance and provide information on the benefits of collaborating together. IRC will gather and distribute information to the families on where and how to access appropriate financial services. Types of income generation activities may include: vegetable gardens, small animal husbandry (e.g. chickens), selling of second-hand clothing, soap making, and rice cultivation.

Accelerated Learning

Liberia has accelerated learning program (ALP) that deliver condensed primary education (compressing 6 years into 3 years) and which upon completion of these programs, children and youth are officially able to sit for the national primary school examination, and if they pass, they are eligible for promotion into Junior Secondary School.

In Liberia, the IRC is already implementing the ALP for vulnerable children and youth, with a special focus on former child soldiers, in Lofa, Nimba and Montserrado counties. With the approval of MOE, the IRC has already modified the curriculum and adapted the schedule to make it more relevant and accessible for current beneficiaries. The CYCLE project will expand ALP services further to cater to the needs of those children who are either over-aged or engaged in or at risk of engaging in exploitative child labor.

ALP follows the formal school calendar (September – June) since children who complete ALP must sit for the national primary school examinations. As with our strategy for increasing access into formal schooling, the project will facilitate the entry of the first cohort of children into these programs before September 2006 and every new cohort each subsequent year, and will support these children to complete the program and monitor the ongoing working status of the children to ensure they are no longer engaged in exploitative work.

1.2 Activities to Increase Access to Accelerated Learning Programs (ALP)
1.2.1 Provision of accelerated learning materials (textbooks, notebooks, pens, school bag) to children. The ALP intake will follow a similar sequence as those in the regular formal schools. In Liberia, the project will continue to liaise with the LCIP, implementing NGOs and the MOE who support ALP classes to ensure that resources are maximized, teacher training is streamlined and there is no duplication of efforts.
1.2.2 Infrastructure and rehabilitation support to schools and community centers to increase the number of children that can be enrolled in accelerated learning programs. In areas where infrastructure for undertaking ALP classes is lacking, the project will undertake small scale repair of classes or community centers where ALP will take place. The project will make use of locally available artisans to repair the school or community centers and use local structures such as PTA or CWCs to mobilize community resources.
1.2.3 Identification and training of teachers for additional accelerated learning classes (and in some cases payment for services provided by teachers or accelerated learning facilitators). Teachers in both

Sierra Leone and Liberia are overworked and underpaid. Many of them who are on government payroll are paid poorly and infrequently. Keeping these teachers motivated to take on extra classes is a challenge. The project with the help of the IRC's Education program will identify willing teachers, and provide training when they start assuming new role as ALP teachers. CYCLE intends to give payment for discrete services rendered by teachers/community volunteers doing extra work outside normal government working hours. Payment will be given to teachers involved in facilitating Accelerated learning programs, Functional literacy programs, skills training, summer school and those who are mentoring new or untrained teachers in schools that have CYCLE beneficiaries. The project is aware that this requirement is contained in the MPG and will work to ensure that the project meets the standards contained therein. The project team will not use basic living items such as sugar, soap, etc. which do not meet this requirement.

Vocational and skills training

The IRC has significant experience providing vocational and skills training programs in both Liberia and Sierra Leone. The IRC Liberia is currently providing apprenticeships and vocational training for vulnerable community members in Montserrado County through the Economic Opportunities Program (EOP). EOP recently expanded to include 1,100 youth beneficiaries in Lofa and Nimba counties in 2005. As the program expands, the CYCLE project will facilitate linkages between target children, parents, master trainers from that community and other community-based entities and the apprenticeships and training offered. EOP in conjunction with CYCLE is gearing up to conduct an updated market assessment for products, skills and services needed in the target areas in Liberia that would be appropriate for youth. Another good practice instituted by EOP is to link skills training with functional literacy and business skills training for all trainees. To be most effective, the training will aim to be offered on or near the regular skills training site and the curriculum should be drawn up in consultation with the master trainer to ensure that requisite business, marketing, production and cash accounting skills are conveyed, as well as effective business plans and customer relations training.

In both Liberia and Sierra Leone, the IRC has provided skills training in existing community centers in the outer chiefdoms of Kono. In some of these programs, the duration of training for some skills (stipulated in the initial grant) was insufficient, for example a period of 9-months to learn trades such as tailoring and carpentry. Master trainers overwhelming agreed that this was not sufficient time for any student to attain mastery, nor to become proficient enough to start their own business.

Most of the master trainers interviewed indicated that the optimal length of training periods lasted from 3 to 5 years, although depending on the type of training, they indicated that 18 months might be sufficient to obtain a basic level of proficiency. In cases such as these, where grant-tendered support to trainees is expiring before the student is sufficiently trained, CYCLE will enable IRC to expand and increase access and duration for skills training programs. CYCLE will also enroll students into formal vocational programs, which are usually long term (1 to 3 years in duration), offering government recognized, professional certificates, so as to give students an opportunity to enter safe and productive employment in the future. On the other hand, community vocational education or skills training refers to

training offered by semi-skilled individuals in communities who agree to let CYCLE attach their beneficiaries for short term periods (3 to 10 months duration depending on the skill being learnt). These students in skills training programs usually get an IRC attendance and completion certificate. While these programs will build upon existing IRC experience on providing vocational/skills training programs, the IRC will be transparent in selecting beneficiaries to avoid double counting.

To increase enrollment in vocational and skills training specifically for children engaged in or at risk of engaging in exploitative child labor, the project will expand and adapt existing models, including the partner's vocational training activities and the IRC's Child Protection program's skills training model in Sierra Leone and Economic Opportunities program model in Liberia. Similar to our strategy for increasing enrollment in accelerated learning, the IRC will directly provide vocational and skills training as well as support to our partners to provide these services, and over time, handover full responsibility for vocational training to local partners and local training providers. Following the EOP model, after identifying a locally available training opportunity, IRC would enter into a signed contract or agreement with the master trainer, and the IRC or partnering NGO to ensure the child's retention in and successful completion of the program. The contract/agreement would include information about potential constraints to the child's successful completion, selected interventions to address those needs and the individual contributions and commitments of each signatory to the contract.

In return for the provision of training services, the IRC or partnering NGO could cover, in addition to the monthly cost of a voucher for each trainee, learning materials, tools and minor repairs to be able to take on more students. Learning materials will be provided to the master trainers for the benefit of the trainees so that they will have materials to work with whilst they are in training. The equipment or tools provided would be retained by the master trainer for the duration of the training period, but would remain IRC property. The project will not sell equipment purchased with USDOL funds at the close of the project. The disposition of USDOL-funded equipment, however, will be determined when USDOL and the IRC begin to close-out all project activities. On-going monitoring and clearly stipulated terms of agreement at the outset will ensure that master trainers will not exploit children and youth during their training period. To respond to the abovementioned barriers and opportunities and facilitate youth's participation and completion of vocational and skills training programs, the CYCLE project will support the following activities:

1.3 Activities to Support Vocational and Skills Training
1.3.1 Provision of rehabilitation/expansion support and training materials to existing vocational and skills training centers to enable them to absorb additional students (partner and IRC-run). The project will also work with its partners, CARD and FAWE in Sierra Leone, who have extensive experience in providing marketable vocational skills. Skills training sites in rural communities will be helped with learning materials, tools and minor repairs to be able to take on more students. Learning materials will be provided to the master trainers for the benefit of the trainees so that they will have materials to work with

whilst they are in training.
1.3.2 Provision of tuition vouchers for children enrolling in vocational and skills training programs. The optimal vocational education alternative for individual children can range from an apprenticeship with an individual merchant/skill trainer to formal vocational education in a classroom setting. Depending on the type of vocational education the nature of tuition voucher support will also vary. Whereas a community-based skill trainer may be willing to train a number of youth at a small fee with the provision of materials and tools for each trainee, a formal vocational institute, on the other hand, will require a certain level of competency for admission and after that a set tuition fee, uniform and other materials. Formal vocational training is expensive and takes a longer time to complete. Therefore, the support will vary and will include negotiated payments intended for teachers providing discrete services to the project outside of their normal working hours.
1.3.3 Provision of vocation-specific supplies to training sites. After identification of a local skills trainer, such as a carpenter, tailor or hair dresser, the project will provide tools/supplies to the trainers specific to his/her vocation for use by trainees while in training. Local skill trainers usually do not have enough tools and machines to supply each individual trainee. Provision of tool kits or other supplies is essential if such training is to take place for more than one trainee at a time. The equipment would be retained by the master trainer for the duration of the training period, but would remain IRC property. The project will not sell equipment purchased with USDOL funds at the close of the project. The disposition of USDOL-funded equipment, however, will be determined when USDOL and the IRC begin to close-out all project activities.
1.3.4 Provision of voucher and materials for extended training period, in select cases where funds for sufficient training are not available. CYCLE will partner with existing skills training programs to identify and assist former skills training graduates not sufficiently prepared to enter into a safe and sustainable livelihood to complete longer periods of instruction with the master trainer and provide a tuition voucher and other materials and equipment to support the extended training period as agreed between the trainer, trainee and the CYCLE partner.
1.3.5 Provision of relevant business skills training to skills trainees. To ensure that trainees are learning cutting edge and marketable vocational skills, CYCLE, EOP and its partnering NGOs will provide related business skills training tailored for each specific program to ensure that the technical and theoretical skills will be matched with functional literacy directly related to the job (i.e. cash transactions and accounting principles, cost and profit margins, managing inventory and orders, customer relations skills, etc. in addition to Functional literacy classes including numeracy, reading and writing).

Non-formal education: literacy, numeracy and life skills

Non-formal education is usually designed for those who have either passed the school age or those who have no time to attend to conventional schools because they are working full time for their daily sustenance. In both Sierra Leone and Liberia many children/youth are engaged in long and

exploitative/harmful work to support themselves. Some children cannot afford to stop working for the sake of school. If children cannot reach school then school must reach them. By providing flexible learning opportunities that this category of children can access, it will both a) prevent those over-aged children from entering exploitative child labor by opening other life paths for them – it is assumed that this non-formal education will be both inherently beneficial for target children/youth but also serve as a stepping stone for other learning opportunities (e.g. vocational education) that prepare them for non-exploitative work, and b) mitigate the difficult hours and hence conditions of work for children involved in exploitative child labor. For this category of children/youth, the project will identify non-formal education (functional literacy) in target areas. Skills training sites will be helped with learning materials, tools & minor repairs to be able to take on more students. Learning materials will be provided to the master trainers for the benefit of the trainees so that they will have materials to work with whilst they are in training. To respond to the abovementioned barriers and opportunities and facilitate children and youth's participation and completion of non-formal learning programs, the CYCLE project will support the following activities:

1.4 Activities to Support Non-formal Education
1.4.1 Enroll beneficiaries into non-formal learning programs in target areas. For children who are not yet ready to attend formal school, the project will provide access to learning centers that will provide basic literacy and numeracy as well as counseling. Non-formal education will be implemented with significant participation and contributions from the local communities. On-going monitoring will support children throughout the project and ensure that those children wishing to transition to other learning opportunities (e.g. vocational education) are able to do so.
1.4.2 Provide essential teaching and learning materials to education providers and beneficiaries. CYCLE will provide teaching and learning materials support to non-formal education sites. Children attending these centers will be provided with key materials that will facilitate their learning process.
1.4.3 Payment for services provided. CYCLE intends to give payment to teachers/community volunteers or facilitators providing discrete services to the project outside of their normal working hours and doing extra duty beyond the official expectations. The services provided by these teachers/community volunteers may vary; facilitating accelerated learning programs, functional literacy programs, skills training, summer school, collecting information from communities on working status of children and those who are mentoring new or untrained teachers in schools which have CYCLE beneficiaries. The project will take all the necessary steps to ensure that people who benefit from any payment will be committed to work additional hours. The project is aware that this requirement is contained in the MPG and will work to ensure that the project meets the standards contained therein. The project team will not use basic living items such as sugar, soap etc which do not meet this requirement.

OUTPUT 2: Improved quality of education for children withdrawn and prevented from child labor.

Economic factors: There are many factors that contribute to high drop out rates in Liberia and Sierra Leone. Similar to the barriers to enrollment, children are often forced to drop out of school because of economic reasons – their families cannot afford to pay for them to continue school, nor can they afford the opportunity costs of lost income or lost labor of a child who attends school. As children get older, their labor becomes increasingly valuable, and for the minority of children who do complete primary school, school fees and other indirect costs of secondary school make continued education impossible. For children who cannot afford to stop working, few educational opportunities have flexible enough schedules to allow these children to both work and go to school regularly.

Gender roles and familial responsibilities: Girls are more likely to drop out than boys. They are often expected to marry at a young age, have children and take care of their families and households, and the benefits of attending school appear less evident. Young mothers or pregnant girls who attempt to stay in school are often forced to drop out due to perceptions within communities that it is inappropriate for them to continue their education, and because of the time constraints and economic pressures of raising a family. With little parental or adult support, working and at risk boys and girls often lack role models to encourage them to stay in school and promote the value and importance of education.

Poor quality of education available: Where educational services exist in Sierra Leone and Liberia, both formal and non-formal, they tend to be of low quality and have little practical relevance to most children. Teachers are in need of more training, curricula needs revision, books and materials are scarce and classrooms are dilapidated and, as a result, children and families understandably see little value in the education that is available to them. Unless the quality of education available to these children is improved, poor attendance and high drop out rates will persist. Vocational and skills training opportunities also have gaps in quality and relevance. Ongoing market surveys and analysis will improve retention in these programs and ensure that those who complete vocational and skills training become gainfully employed in a sector that is both safe and sustainable.

Limited educational opportunities available for youth: Although both countries offer universal primary education, junior secondary and senior secondary education, vocational education and other non-formal educational opportunities for youth are extremely limited. Young people, even the few who have completed primary school, have very few options for continuing their education, and with no alternatives, are at high risk of exploitation and engagement in child labor.

The CYCLE project's strategy for improving retention in and completion of the educational services provided by the project will focus on addressing issues of quality, including teachers' skills, relevance of curricula, marketability of skills training offered, and peer, parental and community support for improved attendance and retention.

Formal Primary and Secondary Education

The CYCLE Project will focus on maximizing retention in formal schooling through improving the quality of education and developing mentoring systems. CYCLE will expand on IRC's current efforts to increase school quality to ensure that issues pertinent to working children are incorporated.

Vocational and Accelerated Learning

To promote retention in and completion of accelerated learning and vocational training, CYCLE will emphasize the relevance of acquiring adaptable skills sets to ensure safe and sustainable livelihoods. CYCLE will expand on IRC's current efforts addressing quality of vocational and accelerated learning opportunities.

In Liberia, the IRC has been promoting retention in and completion of ALP by improving the quality of teaching and learning through facilitator training, conducting ongoing follow-up with children and families.

The CYCLE project will provide the following activities to maximize retention and completion of its beneficiaries.

2.1 Activities to Increase Retention and Completion
2.1.1 Conduct teacher training in schools where CYCLE beneficiaries are enrolled covering topics related to basic child centered pedagogy techniques, child labor, child rights and psychosocial support techniques using excerpts from teacher training models including the IRC's Healing Classrooms Initiative (HCI) model. The trainings will improve teachers' skill sets needed to retain children with special needs – such as understanding of exploitative child labor, the difficulties faced by working children and appropriate teaching techniques.
2.1.2 Collaborate with other lead education agencies such as UNESCO and UNICEF and Ministries of Education, to advocate for the inclusion of child labor issues, child-centered techniques and child rights into both the formal and non-formal curriculum.
2.1.3 Support to mentoring systems within education programs and classrooms. Teachers in CYCLE-supported schools will be encouraged to improve the delivery of lessons through the mentor-teacher program support. Through this method, experienced teachers will be trained and provided with the necessary resources to provide in-service teacher training programs through workshops, demonstration lessons and one-on-one coaching.
2.1.4 Support the development of youth groups and leadership in educational programs. Youth groups in schools and in the communities will be encouraged to undertake activities ranging from drama performances, sports to rallies. Their performances will be encouraged and linked with the promotion of messages that advise against engaging children in child labor and promote the importance of education for

all children.
2.1.5 Use results from community-based market surveys to enhance the relevance and marketability of vocational and skills training. The project will work together with IRC EOP in Liberia and CARD to adapt vocational and skills training programs to reflect findings of their most recent market surveys to maximize marketability and relevance of CYCLE-supported vocational and skills training programs and increase retention of enrolled students.
2.1.6 Enrol CYCLE beneficiaries in non-formal functional literacy, numeracy and life skills programs that are flexible and relevant to child workers. This will increase access to education opportunities especially for over-aged children such child mothers, older orphaned children and their siblings. This ensures that school going siblings or children of child mothers do not remain at home alone at the risk of being abused or entering child labor. Child mothers will be allowed to bring their babies to skills training and literacy classes. The IRC will draw upon its expertise in child protection, education and economic development to review and provide technical and operational support to the non-formal literacy, numeracy and life skills programs of its implementing partners.

OUTPUT 3: Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor.

Social and cultural norms play an important role in how both child labor and education are viewed within a community. In Sierra Leone and Liberia, there is a high prevalence of child labor due to economic necessity, which is exacerbated by the fact that many families fail to differentiate between child work and exploitative child labor. Further, many people in both countries are aware of the harms of child labor and place high value on education, but have been unable to actively prevent child labor within their communities due to limited capacity as a result of the cycle of war and poverty.

To achieve the project's purpose of increasing access to and retention in educational opportunities, a combination of interventions focused on increasing community understanding of child labor and improving families' demand for transitional services, is required. While the IRC recognizes that the social mobilization and awareness raising activities included in this output are not considered direct services, we have seen in other projects that until communities have knowledge, skills and resources to mobilize around the problems of child labor and lack of access to educational opportunities, enrollment and retention and ultimately the impact of educational services will remain limited.

The CYCLE project's strategy for mobilizing communities and increasing knowledge about education and child labor issues will draw on an innovative awareness raising model developed by IRC Ethiopia called "Community Conversations." The IRC will adapt the Community Conversations model to suit Sierra Leone and Liberia. CYCLE will work directly with existing community based structures and local government actors (Child Welfare Committees, PTAs, Youth Clubs, Women Groups and District Officers) in the verification of proposed beneficiaries and also in awareness raising. Each referred case will be discussed with the CWC or other community structure to ensure that the information provided at the

time of referral is correct and meets the US DOL beneficiary requirements. In this way, CYCLE will help lay a foundation for a participatory, community-based Child Labor Monitoring System.

To respond to the above mentioned barriers and opportunities and facilitate community mobilization around child labor and education, the CYCLE project will support the following activities:

3.1 Activities to Mobilize Communities around Child Labor and Education
3.1.1 Train partners, project staff and existing community structures on child rights, child labor issues and the protective functions of education. The IRC will partner with existing local structures that can conduct and ensure the sustainability of awareness-raising activities. The IRC believes that community empowerment is critical to the success of the CYCLE program. The IRC's Education, EOP and CYPD programs have had extensive interactions with these community-based structures. Keeping them active and supportive of issues that work against exploitative child labor is essential. Training sessions will be designed to foster knowledge and interest among the partners, project staff and local community members to promote activities aiming to eliminate exploitative child labor.
3.1.2 Train partners, staff and key community groups on leadership and social mobilization techniques. A community that is sufficiently mobilized will ensure the continuation of the gains made during the project's life. The project will work to sponsor the development of these characteristics through leadership training programs for and with partners, staff and key community members.
3.1.3 Conduct and disseminate findings from baseline needs and resources assessment. IRC and its partners will conduct a needs and resources assessment to identify the extent to which exploitative child labor is prevalent in target areas of Liberia and Sierra Leone. A variety of information will be gleaned from these reports and shared with key stakeholders to guide and inform policies and programs to reduce exploitative child labor at the national, district and local levels.
3.1.4 Hold project launch meetings. To promote awareness and gain support for efforts to eliminate exploitative child labor in Liberia and Sierra Leone, the IRC plans to meet with all NGO groups that are associated with implementing the program. Meetings will also been held at the Ministerial level with of all line Ministries that the project will work directly with, including the Ministry of Education, Ministry of Social Welfare and Ministry of Labor in Liberia and the Ministry of Education Science and Technology, Ministry of Social Welfare Gender Children's Affairs, Ministry of Labor, Ministry of Youth and Sport and Ministry of Mineral Resources in Sierra Leone. Sierra Leone's Minister of Labor announced at the last cabinet meeting of 2005 that the IRC will be a recipient of the grant from DOL to support efforts to eliminate the worst forms of child labor. National project launch meetings will bring together various stakeholders to evaluate the issues of WFCL in each individual country and to disseminate findings from the baseline needs and resources assessment.
3.1.5 Support for radio programs, dramas, poster competitions and other community-driven social mobilization campaigns. Implementing partners will be encouraged to take the lead in these activities. The content and context of messages, dramas, and other competitions will be developed in consultation

with CYCLE project staff and approved by the Project Director and DOL as necessary. The project will not focus on formal private institutions only but will continue to work with community-based structures and local partners. The project will aggregate the number of these groups as well as members involved in awareness raising activities. The project envisages checking the impact of awareness raising efforts within the groups. More importantly the project hopes to track frequency of referrals and monitoring feedback from teachers and the community based structures on attendance and working status.

3.1.6 Adapt Community Conversations model to be applied by partnering NGOs in Sierra Leone and Liberia. CYCLE project has adapted the Community Conversations model as used by IRC in Ethiopia and modified it to suit the Sierra Leone and Liberia situation. In this model CYCLE works directly with existing community based structures and local government actors (Child Welfare Committees, PTAs, Youth clubs, Women groups and District Officers) in the verification of proposed beneficiaries and also raising awareness. Each referred case will be verified with the CWC or other community structure to ensure that the information provided at the time of referral is correct and meets the US DOL beneficiary requirements. This is also CYCLE's way of laying a foundation for a participatory community-based Child Labor Monitoring System.

OUTPUT 4: ***Sustainable child labor monitoring strengthened at both community and national levels.***

Although many national and local systems to address child labor and improve education in both countries exist, they tend to be weak and under-resourced. A particular gap emphasized by the Ministry of Education in Liberia is the need for more and higher quality data on education and child labor in the country.

In both countries, the IRC has extensive experience in disarmament, demobilization, rehabilitation and reintegration (DDRR) for women and children associated with the fighting forces, child protection and separated children's programming. Through these programs, the IRC has developed registration, tracing, reunification and follow-up systems that are similar to the type of individualized outreach and monitoring required for children engaged in exploitative child labor. Having worked with exploited groups such as child soldiers, girls, young mothers and out-of school youth, the IRC understands the sensitivity and complexities around monitoring and collecting data about vulnerable children. The IRC has been at the forefront of developing guiding principles around working with highly vulnerable children, and has well-established systems for ensuring confidentiality and the protection of children and youth.

With these principles in mind, the IRC's child protection and education programs in both countries work closely with and support community networks, which are in the best position to lead participatory, community-based monitoring and data collection on issues around child labor and education. The IRC and its partners' community-level networks coupled with national-level relationships are a solid foundation on which to develop sustainable child labor and education monitoring systems that last beyond the life of the project. To respond to the abovementioned barriers and opportunities and strengthen child labor and education monitoring systems, the CYCLE project will support the following activities:

4.1 Activities to Strengthen Child Labor and Education Monitoring Systems
4.1.1Train partners and project staff in child labor monitoring. Building upon initial training in each country already conducted with project staff and partners on exploitative child labor and case management approaches, CYCLE will work closely to train IRC staff and project partners in the CYCLE Child Labor Monitoring methodology, an innovative, expedient and cost-effective child labor and education monitoring system that uses a child, family, and community-centered approach to identify the immediate educational needs of targeted children and assist them in accessing locally available education services as a matter of urgency. Upon placement of targeted children into an appropriate educational setting, CYCLE and its trained local partners will ensure the child's continued commitment to, participation and retention in, and completion of the program, and provide the holistic and integrated services needed to prevent or withdraw that child from exploitative child labor. To do this, CYCLE will build on the strengths and contributions of each actor, in addition to responding to their needs and expectations. Beyond the point of withdrawal or initial prevention, this approach implies continued service provision well after the child's official completion of the educational program until he/she is able to generate sufficient income to sustain him/herself and not relapse back to exploitative forms of child labor.
4.1.2 Train local and national partners in participatory monitoring, research and data collection techniques. Partner LNGOs partook in the baseline needs and resources assessment and the corresponding preparatory training and will be additionally trained in child labor monitoring. Through this process, the IRC will increase the technical capacity of these partners and ensure that they understand that they are critical stakeholders to this project. In addition, the Monitoring & Evaluation Specialist will engage specific persons in each of the partner organizations in data collection and management in order to be able to have comprehensive reports on the contributions of the partners in support of eliminating WFCL. All information about children will be centrally gathered and stored in a secure database, accessible to a limited number of key staff. Data will be handled with confidentiality due to the sensitivity of information gathered. IRC and other Child Protection agencies in Liberia and Sierra Leone have database protection protocols and all relevant program staff will be trained on these protocols.
4.1.3 Assist local, provincial and national partners to become actively engaged in a Child Labor Monitoring System. Partners will be trained in child labor monitoring and will access tools and methodologies from CYCLE. The Monitoring and Evaluation Coordinator will be tasked with providing ongoing monitoring and evaluation activities to measure the effectiveness and accountability of the partners and provide appropriate guidance.
4.1.4 Facilitate development of community-based education and child labor management information systems to be linked up to a national database on child labor and education. The project will advocate for the development of community-based education and child labor management information systems. This information system will include information on work status of target children and the information from on-going CYCLE case-management of target children will feed directly into the database. Line ministries and

project personnel will work together to gather and provide information that will be used in system development. Existing community structures will also be trained to collect and verify data relating to participation in education and working status of children. The Monitoring and Evaluation Specialist will take the lead and will train CYCLE's staff, its partners, and data analysts in data capture methodology and assist in linking partners with a national level database for child labor and education data. The plan is to collect the information every three months (4 times a year), that is, primarily through focus group meetings and interviews. In July/August 07 the team will pilot this process in some areas before scaling up to the broader areas of implementation. The data collection tools are being refined and streamlined for ease of use and comprehension at the community level.

4.1.5 Hold national level policy workshops and meetings; assist the National Commission on Child Labor in Liberia to initiate operations. The National Commission on Child Labor in Liberia has not been operational because, according to the Minister of Labor, they have not been given the necessary platform and support to work. This Commission is a tri-partite organization comprising of the Government, employers and advocacy groups. CYCLE strongly believes that such a group can help to deliver the policy change and community sensitization that contribute to the elimination of exploitative child labor. The IRC will work in close collaboration with ANPPCAN to enable the commission to be the national focal point for child labor monitoring. Likewise, in Sierra Leone, the IRC will work with Ministry of Labor and other partners in an advocacy campaign to increase awareness and strengthen government and community level response to exploitative child labor.

3.2 Logical Framework Development Objectives

(See Appendix 2)

3.3 Project Implementation Timeline

(For Project work plans/Gantt Chart please see Appendix 3)

The CYCLE project's implementation timeline has been designed around school and educational program cycles, with the goal of successfully enrolling children in educational programs as quickly as possible without missing a school year or program cycle. Both Liberian and Sierra Leonean formal school calendar's run from September through June, with periodic holidays dispersed throughout the school year. The accelerated learning program, ALP follows the formal school calendar, as students who complete this program must sit the national examinations with formal primary school students. Vocational and skills training and non-formal literacy, numeracy and life-skills education will follow flexible schedules to accommodate children whose working schedule or family situation does not prevent enrolment in a formal program. The CYCLE project plans to enrol one-quarter of the total beneficiaries in year one of the project.

3.4 Project Detailed Budget and budget narrative

(See Appendix 5)

Below is a summary table indicating cost per output. Costs for project outputs below also include costs for technical input in the form of consultants and program staff.

Table 3: Cost of Project Outputs.

Outputs	DOL Cost	Match Fund Cost	Total Cost
Targeted beneficiaries supported to access locally available education services.	$ 1, 019,754	$653,126	$1,672,880
Improved quality of education for children withdrawn and prevented from child labor.	$242,164	$101,422	$343,586
Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor.	$40, 656	$ 25,629	$66,285
Sustainable child labor monitoring strengthened at both community and national levels.	$248,485		$248,485
TOTAL:	$1,551,059	$780,177*	$2,331,236

*Total does not include $75,677 of ICR charges.

4. **Approach to Project Monitoring and Evaluation**

The following monitoring, evaluation and reporting plan aims to present a series of indicators that will contribute data to the existing body of knowledge in Sierra Leone and Liberia, as well as measure both performance and longer-term impact of the project. The management information system will draw data from the first tier of program implementers—in many cases local communities and direct beneficiaries—and will feed into an overall performance-tracking database.

The success of the CYCLE project will be assessed primarily by its performance against indicators that measure accomplishment of the project's four output objectives: CYCLE will ensure that these four outputs contribute to the overall purpose of the project – *"Children engaged in or at risk of engaging in exploitative child labor in selected counties in Liberia and Sierra Leone educated."* To this end the IRC will use the logical framework illustrated in Appendix B as a foundation for the implementation, monitoring and evaluation plans. The logical framework constitutes the foundation for the implementation and budget plan.

For the CYCLE project and its wide array of partners to effectively monitor children's work status a three-fold community-based child labor monitoring system (CLMS) will be employed, which includes a school-based monitoring system, work-based monitoring system and use of other IRC and partnering NGO's programs within the same target areas to inform the project. In order to determine beneficiary work status before enrollment, project staff, community-based partners, school personnel and other stakeholders do home visitations and hold meetings with community leaders.

Workplace-based monitoring: Through a community awareness strategy, the project builds the capacity of community-based structures and volunteers, such as PTA/CTAs, CWCs, peer educators, community leaders, police, healthcare workers, women's groups, and others to understand and recognize the negative effects of child labor and WFCL and the benefits of education. These categories of people will form the primary monitoring agents of the work status of children in the community, they will testify to the fact that children and youth are still enrolled and persist in the various education programs and that their work status has improved. Through focus group discussions, meetings and unstructured interviews conducted by the social workers and partner agency staff with these groups, they will verify whether target children are still involved in child labor and WFCL or not.

School-based monitoring system: Teachers, school administrators, ALP instructors, vocational skills trainers, and other school personnel, keep and track attendance records and interact with enrollees through teaching and guidance. The project builds their capacity to track education data and child labor issues. The project uses information from these institutions to keep track and verify if the targeted children and youth are still in their education programs as well as when they complete. Teachers and education managers live within the communities where CYCLE's target children and youth are and are likely to know whether they are still involved in child labor and/or exploitative child labor. The educational performance of the children and youth will also be used as a proxy indicator to measure whether their work status has improved or not.

Monitoring through NGO partners and other IRC programs: In Liberia and Sierra Leone, the IRC has other programs in the areas of Child and Youth Protection & Development (CYPD), Education, Economic Opportunities Program (EOP) and gender based violence. As discussed earlier under the program approach strategy section, many of the IRC's beneficiaries identified through other IRC and partnering NGOs projects are targets for CYCLE. The project staff (CYCLE, EOP, SCOPE and implementing partners) will directly follow up with each beneficiary at least once every six months. In the meantime the project will also rely on school and community based structures to monitor the beneficiaries' working status and education outcomes.

Overall the IRC Project Director[36] with the support of the Monitoring and Evaluation Coordinator will ensure consistency of gathered data. Each organization participating in the project will be responsible for monitoring its own performance and that of the stakeholders involved in implementing project activities. The data collected will be an indication of the relevancy, efficiency and effectiveness of the project. Progress against activity plans, quality of goods and services delivered, and unanticipated negative impacts will be assessed through routine site visits, beneficiary contact, follow-up monitoring, periodic skill assessments of trainees, and internal project reviews.

The key outputs of monitoring and evaluation will include semi-annual reports as per the requirement of the DOL; *ad hoc* reports for a variety of stakeholders and internal standardized reports. This will allow close monitoring of activities and the state of achievement of project goals. In addition to

[37] The IRC CYCLE Project Director will be the individual responsible for the overall implementation of the CYCLE program. His/her role is defined in Section 5.4.

ongoing monitoring, baseline surveys, mid-term reviews, and final evaluations will be conducted. This collective effort will not only maximize financial and human resources, but facilitate cross-fertilization of ideas and lessons and promote convergence, communication and accountability amongst the project stakeholders.

4.1 Indicators and Means of Verification

The IRC's performance monitoring and evaluation (M&E) system is designed to measure progress towards achievement of the four outputs, which contribute to the achievement of DOL's and individual country goals, and to contribute to (or create) a body of knowledge regarding WFCL and project beneficiaries' education in Liberia and Sierra Leone. The M&E plan includes the following: indicator definitions, data collection methodology (data sources, frequency of data collection, roles/responsibilities for collection, and mechanisms for capturing and organizing data), procedures for data analysis, and formats for reporting, dissemination, and utilization of M&E results. See the Logical Framework for outputs and indicators. A detailed Performance Monitoring Plan (PMP) has been finalized, and hereby attached, and is being submitted to DOL together with the project document for approval.

4.2 Baseline Assessment Data Collection Plan

IIECL, one of the CYCLE partner organizations, was engaged to assist the project management team in the development of a baseline data collection plan (see attached) including a set of specific questions to gauge the relevant indicators. The research consisted of a household survey design and the administration of a semi-structured questionnaire to a stratified sample of the population, taking into consideration place of residence, condition of displacement, family size and composition. The administration of the questionnaires was performed by CYCLE field staff and partner staff from CARD, ANPPCAN, and the government line ministries staff who were involved in the pre-survey training of baseline methodology and tools under the direct supervision of the project management team and the consultant. Additional information to complement the questionnaire came from focus group discussions (in and out of school children and youth, parents, teachers and community leaders) and the use of Participatory Rural Appraisal/Participatory Learning and Action techniques with key stakeholders (such as CTA, County/District officers, headmasters, PTAs and CBOs involved in monitoring child rights and children's working status within the target areas.).

4.3 Monitoring Plan

CYCLE's monitoring strategy serves four inter-linked purposes: decision-making, accountability, policy dialogue and local participation. ***(a) Decision-making***: through the information gathered, CYCLE, schools and communities will be in a better position to determine progress being made against targets as well as difficulties encountered. As a result, CYCLE, targeted beneficiaries, communities, government and partner NGOs will be able to make informed decisions. ***(b) Accountability***: CYCLE is committed to achieve the results that it is expected to produce. An effective

monitoring plan will demonstrates achievements and thereby hold the program accountable. ***(c) Policy dialogue:*** The IRC believes that policies should be made on the basis of hard data from experience in the field. Through the data that we will collect and our experience in the field, we intend to play a major role in supplying the Government with relevant information that can ultimately shape policies on the education of children and youth at risk of WFCL. ***(d) Local Participation:*** Integral to the CYCLE project's monitoring and evaluation plan is participation of community based structures in a child labor monitoring system (CLMS), which forms a strong foundation at the grass roots level building up to national efforts.

CYCLE's monitoring plan consists of the following elements:

- Data collection: data for various indicators will be collected according to methods, tools and frequency shown in the logical frameworks.
- Data analysis: Data will be analyzed at various levels: at the school / community level where the data originate, and at the County and the district level. School committees, CYCLE partner's, Province/County/district Education Officers, national MoE/MEST officers and CYCLE project staff will learn to analyze such data and determine (1) whether targets are being achieved and (2) whether emerging trends require specific actions.
- Data reporting: all data collected will be compiled and consolidated in the Performance Monitroing Plan (PMP). The data analyst will be responsible for entering data into a database, and generating quarterly reports to be shared with the stakeholders.

4.4 Evaluation Plan

CYCLE project will conduct two types of evaluations: (1) a mid-term evaluation will take place at the end of 2007. The purpose will be to assess progress made mid-way during the program life span and to learn lessons for the remaining period. (2) A final evaluation: two to three months before the conclusion of the program an evaluation will be conducted to assess the overall achievements of the program and its contribution to child labor and educational policies and monitoring systems.

5. Institutional and Management Framework

5.1 Institutional Arrangement (implementing level)

The IRC is be the prime Grantee for the CYCLE project and will be responsible for the overall program management at the regional and country levels, capacity building of its partners, and will ens re that the project outputs and results are achieved within the project's timeframe and budget. The IRC has been implementing child protection and education programs and working to support children affected by armed conflict, including child soldiers, working children, refugees, IDPs, and returnees in West Africa (Liberia, Sierra Leone, Guinea, Cote d'Ivoire) for the past 15 years, and is well-positioned to implement and provide support to partners to achieve the CYCLE project's aims.

5.2 Collaborating and Implementing Institutions (Partners) and Responsibilities

In order to maximize the impact of the project, the IRC has established formal partnerships with the following organizations: International Initiative to End Child Labor (IIECL), an INGO based in the U.S.; African Network for the Prevention and Protection of Children against Abuse and Neglect (ANPPCAN), Community Development and Empowerment through Participation Program (CODEPP) and Special Emergency Activity to Restore Children's Hope (SEARCH), national NGOs in Liberia; Forum for African Women Educationalists (FAWE) and Community Action for Rural Development (CARD), national Sierra Leonean NGOs. The IRC has had to terminate its relationship with another Sierra Leonean national NGO, Save the Children of Africa Fund (StCAF), because two parallel leadership structures are currently competing for control of the organization, making it impossible for the IRC to do business with the agency. The IRC has also terminated relationship with Organization for Children and Adolescent Mothers (OCAM) because of its inability to provide the IRC with implementation plan organized to meet project's objectives. The IRC will collaborate with other stakeholders including various government ministries, businesses, and community-level groups in both countries.

International Initiative to End Child Labor (IIECL)

IIECL is a US-based not-for-profit organization, incorporated in 1999, that conducts and/or provides education, training, technical assistance, capacity building, research, social accountability auditing, resources, and evaluation services to public and private institutions and agencies, NGOs and international programmatic institutions that seek to eliminate the worst forms of child labor in the US and around the world. IRC partnered with International Initiative to End Child Labor (IIECL) to provide technical support to the CYCLE project through the Pathways in Advancing Viable Education (PAVE) approach and conducting a baseline needs and resources assessment. PAVE is a systematic, child-centered, case management methodology designed to enable trained educational counselors and social workers to jointly explore and plan educational outcomes with the beneficiary and their parents or guardians. The PAVE methodology is also intended to guide trained staff through the process of conducting outreach, intake, assessment, educational (or employability) development planning, follow-up and monitoring for continuous improvement for each child. Through this partnership training and testing of the PAVE approach to child labor case-management was conducted for CYCLE and partnering LNGO staff in Liberia from March 6-11 and Sierra Leone March 15-20, 2006.

The methodology offered by the consultancy was found to be too cumbersome, inflexible and limited in relevancy in a post-conflict, developing country with an informal market economy. There was also a concern that the attention given to long-term educational goals of the children could result in heightened expectations for educational outcomes among project beneficiaries that would be difficult if not impossible to meet within the life of the project. Finally the PAVE methodology lacked a participatory,

community-based approach beyond the outreach phase, and required much more in terms of trained personnel, time and resources to carry out far beyond what the project had originally imagined. As a result, upon completion of the baseline assessment and the adoption of an alternate monitoring and case management approach, the IRC decided to terminate its contract with IIECL beyond the first year of the project.

Liberia Partners

African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) is a pan-African child rights organization founded in 1986 in Nigeria with chapters in 18 countries. ANPPCAN Liberia aims to promote education as basic right of children, combat the worst forms of child labor and promote child rights and child protection at national and local levels. ANPPCAN is well-known in Liberia for its advocacy around children and youth issues. ANPPCAN provides trainings on hygiene, children's rights and child protection for children in primary and secondary schools, communities, UN Civilian police, and the new Liberian police service. Using regular radio programs, ANPPCAN raises awareness about and mobilizes communities around child rights and child protection.

As a member of the National Commission on Child Labor and the LINCEFA, ANPPCAN will play a critical role in the CYCLE project by facilitating dialogue and action around child labor and child rights issues, advocating for the ratification of ILO Convention 138 and the enforcement of ILO Convention 182. ANPPCAN, in collaboration with the IRC and other project partners will also build national and local level capacities in child labor and child rights, participate in the implementation of a multi-media campaign, assist with tracking and collecting data at local levels to ensure regular monitoring of children's access to and retention in educational services. In addition the Liberian chapter of ANPPCAN will work with the IRC to develop its outreach, intake, data collection and management and monitoring systems for the targeted beneficiaries.

Community Development and Empowerment through Participation Program (CODEPP): Founded in 2004 and based in Voinjama in Lofa County, CODEPP joins the NGOs that IRC will work with as a partner on the CYCLE project after doing projects for the World Bank through the Liberia Action for Community Empowerment (LACE) project. CODEPP has worked through the USAID sponsored Liberia Community Investment Program in deploying ex-combatants to do community work. It has also worked on HIV/AIDS community sensitization and awareness projects for ex-combatants with Action Aid International. CODEPP will enhance the awareness raising, community mobilization and the strengthening of local structures objectives specifically efforts in Lofa County. In addition, CODEPP will work with IRC towards strengthening the child labor monitoring systems that will be established in Lofa County

Special Emergency Activity to Restore Children's Hope (SEARCH): This is a Liberian NGO founded in 1999 and based in Sanniquillie, the regional capital of Nimba County. SEARCH has worked on a number of projects involving children since its foundation and partnered with UNICEF to demobilize and reintegrate Children Associated with Fighting Forces (CAFF). This work centered on restoration of the children into viable and productive lifestyles. SEARCH worked to support the demobilization of CAFF

and facilitate their acceptance into schools and communities. They also worked in setting up child protection and border monitoring mechanisms in Nimba County. SEARCH has worked in many CYCLE districts in Nimba County and has trained district, school personnel and community structures including youth groups and children's club. Being locally based, they have the advantage of knowing the norms of the society and will help the project to successfully reach out to the leaders, parents and children in the community by building the local level capacities to raise awareness and advocate for the change in attitude towards child labor. SEARCH will implement activities in partnership with IRC in the Nimba County area of Liberia

Sierra Leone Partners

The IRC has formalized discussions with one national NGO CARD, for the implementation of specific activities under the program after it had cancelled its affiliation with a second National NGO StCAF. The IRC will continue to operate the program with its sole exiting partner CARD. The IRC will also work with other viable national NGOs to undertake specific activities in support of project outputs.

Community Action for Rural Development (CARD) Founded in Koidu in 1987, CARD is one of the oldest and largest national NGOs operating in Kono District, and has expanded its operations to include programming in Tonkolili, Bo, Moyamba, Kailahun and the Western Districts of Sierra Leone. CARD's goal is to foster the growth of civil society and economic development through building the capacities of marginalized, impoverished communities to mobilize local and external resources to address their needs. CARD was instrumental in providing reintegration programming to ex-combatants and other vulnerable youth, including vocational training, non-formal education, basic literacy and numeracy, psychosocial counseling and civic education. The IRC has partnered with CARD on a number of successful projects including community-based organization capacity building, small business development and water and sanitation.

CARD distinguishes itself through its capacity for community mobilization, its vocational training programs and its economic development expertise, as well as its ability to combine the activities of these sectors into integrated youth programming. CARD is also well positioned to add significant value to the research components of the CYCLE project, through applying its knowledge of the communities in which it works, and experience gained performing surveys and participatory research related to children, youth and economic development.

Forum for African Women Educationalists (FAWE): Based in Freetown and having a network of branches all over Sierra Leone, FAWE is a pan-African NGO with a strong international reputation. FAWE in Sierra Leone has worked with multiple US donors. Its existing scope of operation overlaps CYCLE target areas of Freetown. FAWE has established credibility by working in formal and non-formal schools focusing on children and youth through outreach and mobilization for educational activities. Their mission to advance education in Sierra Leone coupled with their background in vocational and literacy training will be a great benefit to the CYCLE project activities in non-formal learning centers.

Table 4: Roles and Responsibilities of CYCLE Partners.

IRC AND PARTNERS	RESPONSIBILITIES
International Rescue Committee (IRC)	The IRC will be responsible for the overall project management at the regional and country levels; direct implementation of educational services; capacity building of partners and ensuring that project outputs and results are achieved within the project's timeframe and budget. As prime Grantee, the IRC will be responsible for collecting overall project data and reporting on common DOL indicators, hiring and supporting all project staff and engaging in international, regional and national advocacy and networking at relevant forums. Responsibilities: • Ensure timely recruitment and hiring of all staff throughout the course of the project; • Conduct and support partners and community groups efforts to educate and mobilize communities around child labor; • Conduct and support partners' outreach and targeting activities; • Take the lead role in transitioning target children and youth into formal educational opportunities; • Directly implement and support partners' implementation of non-formal education, accelerated learning and vocational training; • Support partners social mobilization and awareness raising efforts; • Take lead role in facilitating all other project activities including networking, building capacity of national and local systems to monitor and collect data on education and child labor; facilitate linkages between local, national and international actors, through regional meetings and workshops; • Through training, exchange visits and professional development activities, strengthen national partners' capacity to directly provide educational services, improve retention and completion in those services, communicate messages about exploitative child labor and mobilize communities to support education and eliminate exploitative child labor. Also build capacity in project management, data collection and reporting; • Provide all reports and any requested information to DOL in a timely manner.
International Institute for the Elimination of Child Labor (IIECL)	During the first year of the project, IIECL provided technical support and guidance on developing the research tools for the baseline assessment. Responsibilities: • Develop baseline tools and facilitate preparatory work for baseline research; • Train staff on PAVE methodology • Provide country reports after baseline needs and resource assessment
LIBERIAN PARTNERS	
African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN)	ANPPCAN will facilitate national and local community education and mobilization campaigns; facilitate local and national advocacy around child labor and education; and participate in the monitoring and data collection of the program. Responsibilities: • Work with IRC to strengthen the capacity of the National Commission on Child Labor to carry out child labor monitoring; • Facilitate national level policy workshops/dialogues through the National Commission on Child Labor; • Advocate for the ratification of ILO 138 and domestication of ILO 182; • Train the Ministry of Education, National Commission on Child Labor, LINCEFA and National Teachers Association of Liberia (NTAL) on child labor, child rights and education issues; • Train community leaders, CWCs, PTAs, school personnel, women's associations

IRC AND PARTNERS	RESPONSIBILITIES
	and youth groups on child labor, child rights and education issues. • Organize training for youth groups on the use of participatory drama; • Conduct outreach and social mobilization activities in areas of Monrovia where there is high prevalence of child poverty, exploitation and labor; • Participate in creating appropriate messaging for radio and posters; • Collect data at the local level for regular monitoring and evaluation of the program.
CODEPP	CODEPP will conduct community education and mobilization campaigns in Lofa County; facilitate county, district and local community advocacy around child labor and education; and participate in the monitoring and data collection of the program. Responsibilities: • Strengthen the capacity of community structures ro carry out child labor monitoring; • Support advocate for the ratification of ILO 138 and domestication of ILO 182 at the county/district level; • Train the County/district level Ministry of Education, Ministry of Labor, Ministry of Gender and National Teachers Association of Liberia (NTAL) on child labor, child rights and education issues; • Train peer educators, Child Welfare Committees (CWCs), Parent Teacher Associations (PTAs), school personnel, women's associations, youth groups and others on child labor, child rights and education issues; • Organize training for peer educators on the use of participatory drama; • Conduct outreach and social mobilization activities in project areas where there is high prevalence of child poverty, exploitation and labor; • Create appropriate messaging for radio and posters; Collect data at the local level for regular monitoring and evaluation of the program
SEARCH	**SEARCH** will conduct community education and mobilization campaigns in Nimba County; facilitate county, district and local community advocacy around child labor and education; and participate in the monitoring and data collection of the program. Responsibilities: • Strengthen the capacity of community structures to carry out child labor monitoring; • Facilitate county/district level policy workshops/dialogues on child labor issues; • Support advocacy for the ratification of ILO 138 and domestication of ILO 182 at the county/district level; • Train the County/district level Ministry of Education, Ministry of Labor, Ministry of Gender and National Teachers Association of Liberia (NTAL) on child labor, child rights and education issues; • Train peer educators, Child Welfare Committees (CWCs), Parent Teacher Associations (PTAs), school personnel, women's associations, youth groups and others on child labor, child rights and education issues; • Organize training for peer educators on the use of participatory drama; • Conduct outreach and social mobilization activities in project areas where there is high prevalence of child poverty, exploitation and labor; • Create appropriate messaging for radio and posters; • Collect data at the local level for regular monitoring and evaluation of the program

IRC AND PARTNERS	RESPONSIBILITIES
SIERRA LEONE PARTNERS	
Community Action for Rural Development (CARD)	CARD will be the IRC's primary implementing partner in Kono and Tongo Fields providing services including vocational and skills training and non-formal education, as well as outreach and community mobilization activities in mining and other high child labor prevalence areas. Responsibilities: • Conduct outreach and participatory social mobilization activities in Kono and Tongo Fields; • Expand existing vocational skills training to absorb project target children and youth; • Provide literacy, numeracy, business and life-skills training for target children and youth who take part in vocational training programs; • Conduct market surveys and analysis to make improvements to vocational education.
FAWE	FAWE will be IRC's primary implementing partner in the Freetown area providing services including vocational and skills training and non-formal education, as well as outreach and community mobilization activities high child labor prevalence areas. Responsibilities: • Conduct outreach and participatory social mobilization activities in Freetown; • Expand existing vocational skills training to absorb project target children and youth; • Provide literacy, numeracy, business and life-skills training for target children and youth who take part in vocational training programs;

Government, Business and Community Collaboration

The IRC already works with the MOE in Liberia and the MEST in Sierra Leone. To further deepen these relationships, the IRC will work in collaboration with them and other relevant government ministries (listed below in the table) in the national child labor and education advisory committees. In Liberia, the National Commission on Child Labor, which was spearheaded by the Ministry of Labor, remains inactive. The IRC will work closely with this commission and its various members to raise awareness about the hazards of WFCL and the importance of education at the national level and advocate for the passage and implantation of child-friendly legislation. In Sierra Leone, no advisory committee on child labor exists, so IRC will advocate for its creation and include MEST and other government ministries listed in the table. Additionally, the IRC will work with these ministries to establish a database for child labor statistics.

Collaboration with businesses and local employers is critical to achieving our aim of eliminating child labor. One such collaboration has been discussed with the Firestone Plantations Company (Firestone), a thriving rubber business, which has been branded as an employer of children, but stands firm that this is a false allegation and signed an agreement with the Ministry of Labor confirming this. As a way to improve their image as a socially responsible corporation, Firestone joined the National Commission on Child Labor and has informed the IRC that they are interested in being active participants in the

Commission and helping it to become operational. Firestone supports the CYCLE project, and expressed interest in contributing to the project's social mobilization and awareness raising activities. The potential collaboration with Firestone will remain purely within the activities aimed at raising national awareness and strengthening national institutions.

As highlighted previously, the IRC currently works in close collaboration with local community groups such as CWCs, youth groups and peer educators, C/PTAs to raise awareness and mobilize communities to take action on issues related to child rights and protection. Through the CYCLE project, the IRC will strengthen and expand its relationships with and support for these community groups, enhancing the focus on child labor issues and building partners' capacity to provide quality educational services and eliminate exploitative child labor.

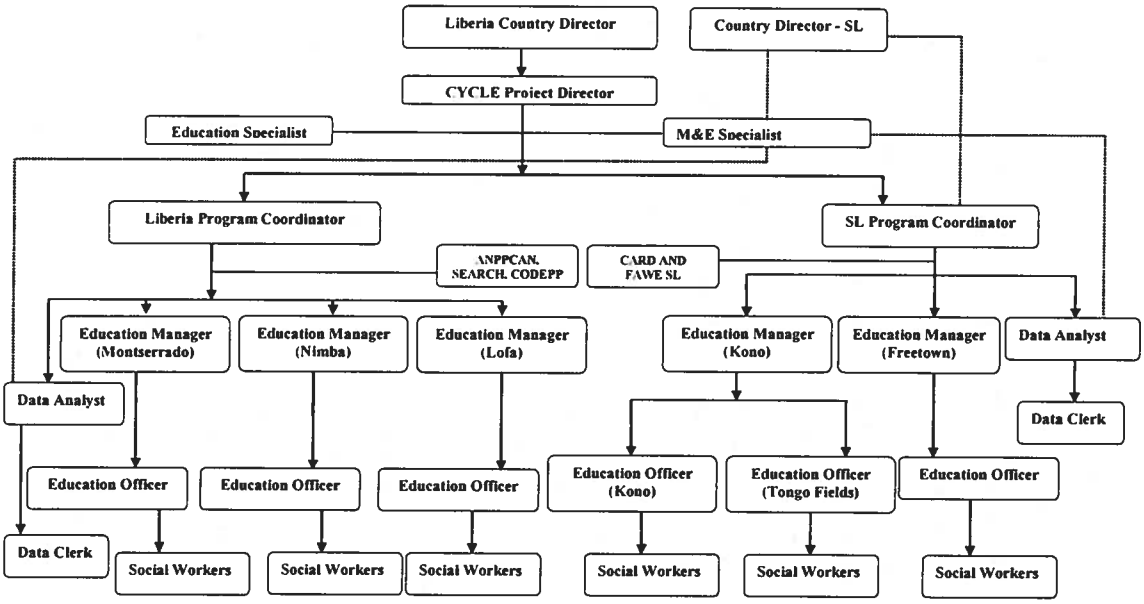
5.3 Other Donor or International Organization Activity and Coordination

In addition the abovementioned formal partners, the IRC will continue to work in coordination with various donors and international organizations in Liberia and Sierra Leone to share existing resources and models and avoid duplication. In both countries, the IRC is active in education and child protection coordinating bodies, and has regular contact and strong relationships with UN Agencies, donors and other international organizations. The IRC has a strong track record of implementing projects for and coordinating activities with UNICEF, UNHCR, USAID, PRM and the EU, and has collaborated with a variety of international NGOs in the two countries, including World Vision, Christian Children's Fund, Save the Children, American Refugee Committee, and the Norwegian Refugee Council. To facilitate coordination of these actors, the IRC will organize forums and national and regional meetings around specific issues related to exploitative child labor and education. In Liberia, the IRC will assist the National Commission on Child Labor to become operational, encouraging participation and support from donors, international and national organizations. In Sierra Leone, the IRC will initiate an advisory committee of organizations and Ministries committed to eliminating exploitative child labor, with the ultimate goal of the committee becoming a sustainable and nationally recognized body. Through these forums, the IRC will encourage sharing of best practices, research and data on child labor and education, encourage programmatic collaboration and jointly advocate for the ratification and enforcement of ILO Conventions 182 and 138.

5.4 Project Management Organizational Chart.

5.4.a. Organizational Chart

CYCLE PROJECT ORGANOGRAM



5.4.b. Key Personnel

Project Director (100% remuneration and time dedicated to project): Dorothy Jobolingo is the Project Director for CYCLE. Based in Monrovia, she is responsible for the overall management and implementation of project at a regional level, ensuring program quality and coordination across countries, as well as grant compliance. Traveling frequently to Sierra Leone, Ms. Jobolingo will oversee the initiation and completion of the work plans and the achievement of the project outputs. She will lead in problem solving, manage the Education and M&E specialists and supervise monitoring, evaluation and reporting. She will liaise with the IRC headquarters and represent the project at various forums.

Ms. Jobolingo has years of experience and expertise in education program development and management, including program design, management, monitoring and evaluation, financial management and contract administration in many countries, including Zimbabwe and Uganda. Ms. Jobolingo has significant technical expertise in education for vulnerable groups, such as refugees, IDPs, conflict-affect youth, former child soldiers, girls and child workers. Ms. Jobolingo most recently worked at the Project Director for DOL's ORACLE project, run by IRC in Northern Uganda. In this position, Ms. Jobolingo demonstrated her expert ability to work closely with government counterparts and other key partners while at the same time ensuring quality programming was developed and delivered at the community level.

Education Specialist (100% remuneration and time dedicated to project): [ ] serves as the Education Specialist. Also based in Monrovia, this is a regional position responsible for all education technical support to the project in both countries. He will be responsible for designing the formal project plan to expand access to quality education and strengthen civil society and government capacity to address the education needs of children engaged in or at risk of engaging in exploitative child labor. The Education Specialist will report to the Project Director and will work closely with each country's Education/Project Coordinators to oversee all technical aspects of project implementation.

[ ] has been with the organization for over 10 years in Sierra Leone, Liberia and Guinea, managing educational projects that support the rehabilitation of educational systems affected by years of war and the reinsertion of returnees and other vulnerable groups, including working children, into the education system. He has strong ties with the Ministries of Education in both Sierra Leone and Liberia, and has developed Ministry-level capacity building and teacher training programs and community-based awareness raising and social mobilization programs around the importance and protective role of education.

Monitoring and Evaluation Coordinator (100% remuneration and time dedicated to project): [ ] serves in this position. He will be responsible for conducting research, developing M&E tools and systems, specifically for education programs and training staff. The Monitoring and Evaluation Coordinator will report to the Project Director.

[ ] has extensive experience in project monitoring and management. He worked for the Malawi government for twelve years, including positions as Deputy Head of Monitoring and Evaluation Section in the Ministry of Finance and Economic Planning and as Head of Planning, Monitoring,

Evaluation and Research at the Malawi National AIDS Commission. Most recently, he held the position of Senior Monitoring and Evaluation Adviser, at the UNFPA Liaison Office in Ethiopia, August. [ ] holds a Master of Philosophy in Economic Planning from the University of Glasgow (UK) and Bachelor of Social Science in Economics from the University of Malawi, Chancellor College.

The incumbent will be expected to have experience conducting research, developing M&E tools and systems, specifically for education programs and training staff. The individual must have proven expertise in assisting Ministries to develop Education Management Information Systems (EMIS), has developed project monitoring systems and databases, and has a strong background in statistical analysis and research methods. The individual should also have some experience in the education sector and working with vulnerable children and youth will make him a valuable asset to the CYCLE project.

5.4.c. Other Personnel: Project Implementation Staff

Project Coordinators, Sierra Leone and Liberia (100% remuneration and time dedicated to project): These individuals, based in Monrovia and Freetown, will be responsible for the overall coordination and management of the project's implementation. They will ensure that the field staff achieves their goals.

Liberia and Sierra Leone Project Staff (100% remuneration and time dedicated to project): This team includes the staff in the field that will actually implement the activities in schools, learning centers and communities. Positions will include Education Program Managers, Education Officers and Social Workers that will implement the program and follow-up with individual beneficiaries in the targeted geographic areas. Some members of this team will be based in Monrovia or Freetown while the majority of these individuals will be based in the field offices.

Liberia and Sierra Leone Data Analysts (100% remuneration and time dedicated to project): These two individuals, based in Monrovia and Freetown, will be responsible for compiling and maintaining all data pertaining to the progress of beneficiaries.

5.4.d Other Personnel: Technical Support

[ ]. (International Affairs, Columbia University); **PhD**, expected 2006 (Philosophy and Education, Columbia University): [ ] joined the IRC in 2001 where she supports education programs for vulnerable children in Africa, Asia, the Caucuses and the Balkans through technical assistance in program design, monitoring and evaluation, staff training and research. Serving on, among others, the Steering Committee of the Inter-Agency Network for Education in Emergencies, the Working Group for Minimum Standards in Education, the UNHCR Education Reference Group, [ ] has over ten years of experience in refugee and migration issues, and is a leading advocate for an improved, rapid education response to meet the developmental and psychosocial needs of children and adolescents during and after conflict. She has developed and run non-formal education programs, including life skills training, workforce development, health education, accelerated learning, and literacy and numeracy for UNHCR, UNIFEM, various international and local NGOs.

[ ] (B.Sc. Ll.B, CQSW) is the Director of the IRC's Child and Youth Protection and Development Unit. [ ] joined the Child and Youth Protection and Development Unit in November 2004, having previously worked with the IRC on their Prevention of Abuse and Exploitation project. [ ] is a qualified social worker with a law degree from London University. She has more than 25 years experience of working in child protection in the UK and internationally. In the UK she worked extensively on the development of standards and indicators for child protection work nationally. She worked with UNHCR and NGOs in South East Asia for ten years. [ ] has extensive experience of working with children in especially difficult circumstances, including children in prostitution in the UK, Nepal and Eastern Europe, bonded laborers in Nepal, and children who have been trafficked. She has also extensive direct experience of working with abused and exploited children, young sex offenders, children in institutional care, separated and unaccompanied refugee children, and with children associated with fighting forces.

[ ] is the Technical Advisor for Youth & Livelihoods at the International Rescue Committee (IRC) in the Children and Youth Protection and Development Unit where she provides intensified support in Youth and Livelihoods programs particularly those that support young people with vocational training, income generation, business development skills and strategies for economic sustainability, and also those working on engaging and involving youth through enhanced opportunities for participation, providing leadership development and engaging youth as active agents of change within their communities as community mobilizers, peer educators, and members of youth councils. [ ] has a lot of experience in labor issues from working as an Employment Specialist in the Welfare-to-Work program for resettled refugees and single mothers and as a Senior Labor Market Analyst under various US Bureau of Labor Statistics programs. [ ] has also developed expertise on child labor issues through her work with the United States Department of Labor (DOL) as an International Relations Analyst providing technical oversight and assistance to DOL grantees in the Middle East, North Africa, Europe and Asia, working on policy development, engaging in research and evaluation of programs designed to prevent child labor through education and skills training and implementing International Child Labor Education Initiatives. [ ] holds degrees in International Studies and Sociology and she is an Arabic speaker.

Table 5: Staff loading plan

KEY TASKS	RESPONSIBLE PERSON/S	PROJECTED PERSON DAYS	TOTAL
Project Direction, Understanding program, Preparation Communication, Planning Session, Group Discussions, Conceptualization	Project Director	2 person days/month	24 person days annually
Collaboration and networking with Ministries of Education; Labor; Social Welfare, Gender and Children's affairs, Youth and Sports, Gender and Development and other related agencies	Project Director/ Education Specialist	1 person day/wk	104 person days annually

Evaluation and Program Review	Project Director	3 person days/quarterly	12 person days annually
Project Monitoring & Evaluation	Project Director	0.25 person day/wk	13 person days annually
Representation at Organizational Meetings and External Contacts	Project Director	1 person day/wk	52 person days annually
Performance Management	Project Director	0.5 person day/wk	26 person days annually
Travel between countries	Project Director	1-2 person day/mo	12-24 person days annually
Project Visits	Project Director	0.5 person days/wk	26 person days annually
Policy Development including Communication	Project Director	As necessary	10-15 person days annually
Annual Review and Planning	Project Director	As necessary	5 person days annually
Administrative review	Project Director	As necessary	5 person days annually
Annual Reports production of printed materials	Project Director	6 person days/yr	6 person days annually
Baseline assessment and case-management training	Technical Consultant	21 person days	21 person days for design and training (at beginning of project)
Teacher training (formal and non-formal education) TOT	Education Specialist Local Education staff, Local NGO	25 person days 5 person days	30 person days annually
Travel between countries	Education Specialist	1-2 person day/mo	12-24 person days annually
Evaluation and Program Review	Education Specialist	1 person day/mo/county	24 person days
Accelerated Learning Program Coordination	Education Specialist Local Education staff	45 person days	45 person days for deliverable (at beginning of project)
Networking/ Meeting with Ministry of Labor and Education representatives	Education Specialist	2 person day/month	24 person days annually
Technical Reports	Education Specialist	3 person days Quarterly	12 person days annually
Annual Reports production of printed materials	Education Specialist	6 person days/yr	6 person days annually
Development of Monitoring and Evaluation Tools	Monitoring and Evaluation Coordinator	30 person days	30 person days annually (1st year only)
Administrative Support	Education Specialist	As necessary	5 persons days
Capacity Building for Project Stakeholders	Monitoring and Evaluation Coordinator, Local Partners	15 person days/ country	30 person days annually
Conduct of Monitoring & Evaluation	Monitoring and Evaluation Coordinator, Local Staff and Partners	15 person days per country/15 person days	45 person days annually
Travel between countries	Monitoring and Evaluation Coordinator	1-2 person day/ 2 mo	6-12 person days annually
M & E Technical Reporting	Monitoring and Evaluation Coordinator	5 person days	10 person days annually

Administrative Support	Monitoring and Evaluation Coordinator	As necessary	5 persons days annually
Annual Reports production	Monitoring and Evaluation Coordinator	6 person days/yr	6 person days annually
Monthly/Quarterly Financial Management Reporting	Finance/Admin Officer/Grants Officer	3 person days/mo plus 5 person days/quarter	56 person days annually
Project monitoring (Local)	Local Education Staff, Local Partners	5 person days/mo	60 person days annually/country
Local planning and project assessment	Local Education Staff, Local Partners	5 person days/year/country	20 person days annually
Technical Reporting	Local Education Staff , Local Partners	2 person days/mo/country	96 person days annually
Coordination with Partner Implementers	Local Education Staff, Local Partners	2 person day/wk	104 person days annually
Relationship Building with provincial gov't and other stakeholders	Local Education Staff/Local Partners	2 person day/wk	104 person days annually
Success Story Writing and Publications	Project Coordinator Technical Consultants	2 person days/mo 5 person days/yr	29 person days annually
Radio and video production including scripts	Local Organizations	60 person days/ yr	60 person days annually (last 3 years only)

6. Contributions to Project

6.1 Contributions provided by the US DOL.

The IRC requests that DOL provide financial resources outlined in the Cost Proposal, over the four year life of the project for direct support to beneficiaries and related administrative costs.

6.2 Contributions/Inputs provided by the Grantee

In Liberia, the IRC will provide the following inputs:

- Education Program: The IRC has an excellent relationship with the Ministry of Education in Liberia. The IRC has supported teacher training, with special emphasis on developing and incorporating our psychosocial support into a Liberia specific manual. This can be further developed and infused with child labor focused information. The IRC is renovating school infrastructure and is currently implementing the ALP accelerated learning program, plus providing materials support for children at the primary level and scholarships for girls at the secondary level. The IRC has developed a network of community groups to support and strengthen education; this includes Parent Teacher Associations, School Committees and Peer Educators. All of these activities will continue and can be enhanced to ensure their inclusion of and relevance to children in exploitative labor.

- Economic Opportunities: Through its Economic Opportunities Program (EOP), the IRC has experience of implementing market surveys in Liberia, to ensure a good fit between vocational

training/income generating activities with real and sustainable economic opportunities. The EOP has established an apprenticeship program, which provides young people with both market-appropriate skills and a source of income for the child and his/her family as well as basic literacy and numeracy.

- Child and Youth Protection and Development: Through its role as one of the lead child protection agencies working on the DDRR programme and the return and reintegration of separated refugee and IDP children, the IRC has an established reputation and links with local communities and government agencies. Through their existing work, the IRC child protection staffs based in Lofa, Nimba and Montserrado know many of the children that are at risk of becoming involved in exploitative child labor. To expand our child protection network, we have developed community based child welfare committees, with funding from UNICEF, trained to work with communities to promote understanding of children's rights and identify abused or exploited children. Youth peer educators have also been trained and deployed in Lofa, Nimba and Montserrado, and currently conduct awareness raising campaigns targeting children and young people, with critical health and protection messages.

- Gender-based Violence and Protection programs: as a lead organization in Liberia on issues pertaining to sexual exploitation and abuse, gender-based violence and the general protection of beneficiaries, activities raising awareness on the rights of children and women, harmful effects of sexual abuse and exploitation and ways of preventing or protecting one's self from being abused have been undertaken with local community and government structures. These activities will continue and will be employed to enhance skills sets imparted to women and children to reduce the risk of engaging in exploitative labor

- Institution Capacity Building: This unit within IRC specializes in building leadership and management capacity of partner agencies. They will be a primary resource for local partner agencies working on the CYCLE project, to enhance their organizational capacity, helping them to create an institutional identity, vision, mission, goals, to develop strategic plans and conduct assessments, monitoring and evaluations.

In Sierra Leone, the IRC will provide the following inputs:

Gender-based Violence (GBV) program: In Sierra Leone, the IRC's efforts to address the WFCL will be complemented and reinforced by work of its highly successful, comprehensive GBV program. The Sexual Assault Referral Centres (SARC), or Rainbow Centres, have been established over the last 2.5 years to provide consistent, appropriate, timely and accessible medical, psychosocial and legal services to the survivors of sexual violence, many of whom are girls and young women, and to promote action against GBV at the community, governmental and legislative levels through advocacy and awareness raising. Over the project period, SARC staff will work with the CYCLE project staff, to conduct joint awareness campaigns on children's rights and GBV in Freetown, Kono and Kenema that will involve mass media and community mobilization. In addition to mutually supportive sensitization campaigns, SARC staff will refer their beneficiaries into the proposed program as appropriate, recognizing education and skills training are often key components of the recovery process for young survivors of GBV.

Education Program – The IRC enjoys excellent relations with the Ministry of Education, Science and Technology in part through its extensive work on the education of tens of thousands of Sierra Leonean refugees, including training teachers and developing recognized curricula, to facilitate successful reintegration. This experience and credibility will be leveraged by the CYCLE project, to ensure government support for the changes needed to improve access to, and relevance of the educational services for children in or at risk of involvement in the WFCL.

Child Protection - IRC is the lead child protection agency in Sierra Leone working on the return, family reunification and reintegration of refugee and separated children, and on the reunification and reintegration of children associated with the fighting forces. This has included large numbers of girls who in addition to experiencing the trauma of violence and separation from family and support, were also subjected to sexual violence. While much of the child protection teams' work has been completed, the IRC has trained and committed staff who can be re-employed through CYCLE project, and continue to benefit from exceptionally good relationships with local and national government officials.

6.3 *National Contributions*

The respective education ministries will provide current standard curricula adapted to include material and approaches relevant to child labor; accelerated learning curricula, from the ALP and CREPS programs, which will be used in non-formal learning centers and other programs; teacher training manuals adapted to incorporate information relevant to staff working with children currently or formerly involved in the WFCL. Critically, their support for inclusion, improved access, and increased flexibility of formal education programs, will be essential to leverage support from local schools in the area of operation. This will be reflected in in-kind inputs in the form of teacher time, meeting space, and educational facilities.

6.4 *Special Contributions*

The IRC has sought and received funding from the Refugees International-Japan and the NOVO Foundation - USA to do innovative programming in education. The funds accessed will be used to enroll students into secondary, skills training and formal vocational schools to pursue educational programs that will improve the acquisition of knowledge and skills and lead identified beneficiaries more towards self-sustaining and marketable programs. This funding will be used as match-fund for the funds accessed through DOL.

7. Sustainability

CYCLE project is envisioned to last four years; however, the need for sustained education services goes far beyond the project period. It is therefore essential that the project's impact be sustained beyond four years. As part of the CYCLE's exit strategy, a deliberate effort will be made to ensure sustainability.

Sustainability is herein defined as partner institutions and communities developing the commitment, skills, systems, resources and community support necessary to sustain or increase project achievements after the end of DOL funding. Achieving this sustainability depends on two fundamental processes: capacity-building and community ownership.

Government line ministries: To a large extent, capacity-building will be imparted via the routine involvement of line ministries (MoL, MEST, MoE, MGD and MSWGCA) both at the national, county/province and district in the processes surrounding project implementation, monitoring, reporting, and evaluation. Involvement of ministry staff in planning, implementation and feedback workshops and quarterly meetings to discuss child labor issues will necessarily achieve additional capacity building. Through increased theoretical and practical knowledge of child labor issues, government employees will be better placed to manage and monitor child labor programs in the future.

Partner Local NGOs: In its partnerships with local organizations, the IRC utilizes participatory planning and evaluation methodologies, invests in training, and follows other innovative approaches that seek to build local civil society capacity. Local partners NGOs (CARD and FAWE in Sierra Leone and ANPPCAN, CODEPP AND SEARCH in Liberia), will be trained in outreach methods, resource mobilization, financial management and reporting through mentoring, child labor monitoring, data collection and utilization. This will increase their capacity in areas of future resource mobilization, policy advocacy and enhance child labor and education programming in both the two countries. Ensuring that the local NGOs have the capacity to take on CYCLE's initiatives in the future is critical for ensuring the sustainability of the project's efforts.

Community partnership: Local communities play a central role in ensuring that CYCLE's objectives are achieved. By partnering with communities, building their capacity to advocate for increased government services and helping them to realize their own role in prevention of WFCL, the project benefits can be sustained beyond the project period. Community partnership will be fostered through community sensitizations and workshops aiming to effect long-term changes in attitudes and behavior related to child labor among parents, teachers, CWC, Women groups, youth groups, children and youth themselves.

Improving education systems: The core means of ensuring sustainability is by developing and improving the national education systems in Liberia and Sierra Leone. Improving the skill base of the teachers will have a lasting impact on student performance and improving the learning environment will increase student participation and commitment to continuing their education.

It is believed that this project will greatly contribute to lasting improvements in the reach and quality of the education system, thereby providing greater educational opportunities to vulnerable children and adolescents and improving their employability. Likewise, vocational and non-formal training will help youth to develop valuable skills that will enable them to lead safe and productive lives.

CYCLE Performance Monitoring Plan – Liberia and Sierra Leone

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost ($)
			Approach or Method of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
Goal: Prevalence of exploitative child labor in Liberia and Sierra Leone sustainably reduced								
1. Reduced number of children engaged in exploitative child labor in Liberia and Sierra Leone *Note: The project is not held accountable to achieve this goal by USDoL but will monitor and report any changes that happen during implementation*	**Children:** These are children aged 5 years or more but less than 18 years who are engaged in exploitative child labor.[1] **Unit:** Individual Children.	Records from the Ministry of Education and Labor, International and national assessments conducted during the life of the project. UN bodies – ILO-IPEC, UNFPA and UNICEF, World Bank, UCW.	Review of Secondary data when it becomes available.					
Purpose Level Indicators								
Purpose: Targeted children withdrawn/prevented from exploitative child labor in selected counties/districts in Liberia and Sierra Leone educated								
2. Number of children withdrawn or prevented (w/p) enrolled in educational services (Formal, ALP, Vocational and skills training) disaggregated by type of educational service and gender. Year 1: 5,437 Year 2: 14,227 Year 3: 8,559 Year 4: 1,667 **Life of project: 29,890**	**Children**: individuals aged 5 years or more but less than 18 years. **Enrolled**: children or guardian have signed a enrollment form and the child is actively placed in agreed upon education program. **Withdrawn:** no longer working in exploitative child labor **Prevented:** At risk children (sibling/friend of individual involved in child labor including vulnerable IDPs and returnees, CAFFs, GBV survivors, families in excessive poverty and orphans) enrolled in education programs. **Unit:** children/youth	Project data (enrollment forms) School Master Roll	Questionnaire based on enrollment, intake and follow up forms	Semi-annual	Data Analyst and Education Specialist	Semi-annual	M&E Specialist , Education Specialist; Data Analyst	$21,276 Yearly

[1] See CYCLE Project Document for operational definition of exploitative child labor.

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost ($)
			Approach or Method of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
3. % of children w/p retained in educational services, disaggregated by program and gender. **Target: 80% by lifetime of the project.**	**Retained:** children w/p that continue in the educational programs. **Unit:** Children/youth	Project data, School attendance trends School Master Roll	School Promotion Summaries	Yearly for formal education programs and end of programs period for skill training/non-formal education/vocational education	Data Analyst and Education Specialist	Annually	Education Managers and M&E Specialist and Project Coordinators ,	$21,276 Yearly
4. % of children w/p completing education services, disaggregated by program and gender. **Target: Life of project 60%**	**Completing:** children w/p that complete the educational program as planned by program **Unit:** Children/youth	Project data School Master Roll	Completion form	End of planned period to complete program	Social Workers, Education Managers	Semi-annual	Education Specialist, Project Coordinator, Data Analyst with support from M&E Specialist	$21,276 Yearly
Output Level Indicators.								
Output 1. Project beneficiaries supported to access locally available education services.								
5. Percent of targeted children enrolled in educational programs attending at least 80% of the time. Target: 80%	Children/youth who were recorded as present during the last two weeks from day of data collection and are physically present on the day of data collection.	School attendance tracking forms.	Compilation of School attendance summaries	Semi - annually	Education Officers and Economic Opportunities Officers	Semi-annually	M&E Specialist and Education Managers with Assistance from the Data Analyst	$19,808 Yearly
6. Number of target children enrolled in educational program who receive educational support. Year 1: 5,437 Year 2: 14,227 Year 3: 8,559 Year 4: 1,667 **Life of project: 29,890**	Children who during intake their education support needs are identified and actually provided for by the project.	Distribution and payment records	Distribution and payment records	Quarterly	Education Officers, Social Workers and Economic Opportunities Officers	Quarterly	Project Coordinators, M&E coordinator	$39,616 Yearly

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost ($)
			Approach or Method of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
7. % of children for whom family/guardian attitude was identified as a barrier to education whose score improve to at least 4 on a scale of 5 point Scale. Year 1 : n/a Year 2 : 50% Year 3 : n/a% Year 4 : 80%	Sample representative of families who are identified during child intake interviewed and their scores on a scale recorded to measure their attitudes towards education.	Parents/guardians' Attitudes measurement instrument	Administering parents/guardians' attitudes measurement instrument and collating responses.	Biennially, supplemented by data from follow-up forms	Social workers and Education Officers supported by interns and volunteers where possible	Biennially	Education Managers and Data Analyst with guidance and strong support from the M&E Specialist	$ 22,944 yearly
Output 2: Improved quality of education for children withdrawn and prevented from child labor.								
9. # of teachers and school administrators who are trained (as defined in the project's training package) by CYCLE and its partners Year 1 : 600 Year 2 : 1,200 Year 3 : 1,200 Year 4 : 800 **Life of project: 3,800**	Performance on school lesson observation instrument	School observation instrument	Direct observation	Quarterly	Education Officers, Education Specialist	Semi-annually	Education Specialist.	$5,000 yearly
10. # of new spaces created as a result of project renovations. Year 1 : 543 Year 2 : 1423 Year 3 : 856 Year 4 : 167 **Life of project: 2,989**	These are new spaces created as a result of direct renovations (including providing school furniture) undertaken by the project.	Project records and School renovation records	Direct observation to verify the seating spaces	Semi-annual	Education Officers/ Social Workers and Economic Opportunities Officers	Semi-annual	Project Coordinator	$ 5,000 yearly

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost ($)
			Approach or Method of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
Output 3: Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor.								
11. Number of people reached through awareness raising activities on child labor (including national and international laws, project updates and education issues in the targeted communities disaggregated by public officials, CWC, PTAs, Youth Groups, Community members. Year 1 : 22,044 Year 2 : 27,755 Year 3 : 27,765 Year 4 : 21,926 **Life of project: 99,490**	People reached with messages about child rights, labor and national/ international laws about child labor through various media including flyers, campaigns, meetings etc.	Awareness reports from partners and project records.	Meeting/Campaign forms filled and direct counting	Quarterly	Social Workers Education Officers and Economic Opportunities Officers and other staff and partners	Semi-annual	Education Managers and Data Analyst/Clerks	$112,800 yearly
12. % increase in the level of knowledge and attitudes about the value of education and the negative effects of child labor. Target: Baseline – 23% Mid-terms – 45% End of project – 70%	Sample survey of parents, teachers, children and leaders who respond during the identification of beneficiary stage that recognize value of education and issues about child labor.	Survey report	Questionnaire	Baseline, Mid-term and Final evaluations	M&E Consultant	Baseline, Mid-term and Final evaluations	M&E Specialist	$22,900

Performance Indicator	Definition of Terms & Unit of Analysis	Data Source	Data Collection			Data Analysis		Cost ($)
			Approach or Method of Data Collection	Schedule/ Frequency	Person or Entity Responsible	Type/ Frequency	Person or Entity Responsible	
Output 4: Sustainable child labor monitoring strengthened at both community and national levels.								
13. Number of community-based partners such as PTA members, Youth group members, partner staff and CWCs trained in Child Labor Monitoring approach. Year 1 : 400 Year 2 : 500 Year 3 : 500 Year 4 : 200 **Life of project: 1,600**	Trained PTA, Youth group members and CWC members in child monitoring.	Training records reported semi-annually	Training records	semi-annually	Education Specialist and M&E Specialist	Semi-annually	Education Specialist.	$5,680 yearly
14. # of withdrawn and prevented cases that are followed up by community-based partners such as PTA members, Youth members and CWC members to verify their working status and participation/access to educational and other support services. Year 1 : 1,359 Year 2 : 3,556 Year 3 : 2,140 Year 4 : 416 **Life of project: 7,471**	Trained PTA, Youth members and CWC members who are actively involved in child monitoring within their communities. They report cases of child labor.	Quarterly verified by the social workers during follow up cases. Cases referred by these entities attest to their participation.	Community Follow-up report form	Quarterly	Education Specialist M&E Specialist	Quarterly	M&E Specialist	$24,192 Yearly
15. # of children/youth referred to the CYCLE project by community based groups, and other national organizations/institutions dealing with child labor issues Year 1 : 543 Year 2 : 1423 Year 3 : 856 Year 4 : 167 **Life of project: 2,989**	Community group members and leaders, Labor inspectors, commissioners and other government officials who do refer cases to CYCLE project.	Quarterly through referral forms	Filled referral forms	Quarterly	Education Specialist M&E Specialist	Quarterly	Education Specialist, M&E Specialist	$25,140 yearly

Appendix 2: Countering Youth and Child Labor through Education (CYCLE) Project
SECTION A: LIBERIA and SIERRA LEONE – Logical Framework.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Goal (Development Objective)	Goal level indicator		
Prevalence of exploitative child labor in Liberia and Sierra Leone sustainably reduced	Proportion of children aged 5 years or more but less than 18 years engaged in exploitative child labor in Liberia and Sierra Leone[1]	Secondary data sources that become available over the course of project, including: **NGO Assessments** Human Rights Watch, Save the Children-Liberia, ANPPCAN-Liberia and Global Witness. **Government** Records from Ministry of Education and Labor **International Organizations** ILO-IPEC, UNICEF- State of the World's Children and UNFPA.	
PURPOSE	Purpose level indicators		
Targeted children withdrawn/prevented from exploitative child labor in selected counties/districts in Liberia and Sierra Leone educated	***Educational services provided for children w/p from exploitative child labor and provided with support through CYCLE project.*** a) Number of children withdrawn or prevented (w/p) enrolled in educational services (Formal, ALP, Vocational and skills training) disaggregated by type of educational service and gender. Year 1: 5,437 Year 2: 14,227 Year 3: 8,559 Year 4: 1,667 **Life of project: 29,890** b) % of children w/p retained in educational services, disaggregated by program and gender. **Target: 80% by lifetime of the project.** c) % of children w/p completing education services, disaggregated by program and gender. **Target: Life of project 60%**	***Work status verification*** - Community Volunteers, CWCs, PTA, *Social Workers)(Through CYCLE intake, follow-up questionnaire and site visits).* **Enrollment** - Project data entered in Project Data Base developed for the purpose School Record/Ledger/Register – Registration forms. **Retention** - School Record – attendance records, cross checked with Social Worker Follow up forms. **Completion** – School/center completion records cross checked with Social Worker follow up forms. **Withdrawal** – Child Labor Monitoring System (CLMS) records and follow-up forms	No significant increase in level of poverty that would drive increases in child labor. Political and economic situations continue to improve in Liberia and Sierra Leone ILO Conventions 138 and 182 will not only be ratified in both countries, but that implementing legislation will be adopted and enforced.
OUTPUTS	**Output level indicators**		
Output 1. Project beneficiaries supported to access locally available	1a) Percent of targeted children enrolled in educational programs attending at least 80% of the time. Target: 80%	1a&c) Project records for each child cross referenced by School attendance records	Relative peace and stability in the region and in target areas is

[1] The project will try to track the indicator when data starts being available from the sources mentioned, however it's not held accountable to report on it to USDOL.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
education services.	1b) Percent of enrollees rating the education services provided as worthwhile (at least 4 on a 5 point scale) Target: 90%. 1c) Number of target children enrolled in educational program who receive educational support. Year 1: 5,437 Year 2: 14,227 Year 3: 8,559 Year 4: 1,667	1b) Sample survey of enrolled children	sustained. Attendance records are accurately kept and maintained. Families are willing to send their children to school.
Output 2: Improved quality of education for children withdrawn and prevented from child labor.	2a) Number of teachers and school administrators who are trained (as defined in the project's training package) by CYCLE and its partners Year 1 : 600 Year 2 : 1,200 Year 3 : 1,200 Year 4 : 800 2b) Number of new spaces created as a result of project renovations Year 1 : 543 Year 2 : 1,423 Year 3 : 856 Year 4 : 167 End of project: 2,989	a) Classroom observation records b) Project renovation and school upgrading records	Teachers are willing to incorporate new skills in the classroom. Teacher salaries are paid in full and in a timely manner. Teachers are consistently present. Renovations are planned well around the rainy season and procurement timeframes in relation to school calendar.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Output 3: Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor.	3a) Number of people reached through awareness raising activities on child labor and education issues in the targeted communities. Year 1 : 22,044 Year 2 : 27,755 Year 3 : 27,765 Year 4 : 21,926 3b) % increase in the level of knowledge and attitudes about the value of education and the negative effects of child labor. Target: Baseline – 23% Mid-term – 45% End of project – 70%	a) Campaign and meeting records d) Awareness survey administered at baseline, mid-term and end-of-project. Survey will use list of types of child labor and child work situations and have participants indicate which are acceptable as well as measure their understanding and attitudes about the value of education.	Attendance/reach of awareness raising activities can be accurately measured. Other events outside the project's control don't significantly influence the level of knowledge and attitudes about education and child labor.
Output 4: Sustainable child labor monitoring strengthened at both community and national levels	4a) Number of community-based partners such as PTA members, Youth group, partner staff and CWCs trained in Child Labor Monitoring approach. Year 1 : 400 Year 2 : 500 Year 3 : 500 Year 4 : 200 4b) Number of withdrawn and prevented cases that are followed up by community-based partners such as PTA members, Youth groups and CWC members to verify their working status and participation/access to educational and other support services. Year 1 : 1,359 Year 2 : 3,556 Year 3 : 2,140 Year 4 : 416 4c) Number of children/youth referred to the CYCLE project by community based groups and other national organizations/institutions dealing with child labor issues Year 1 : 543 Year 2 : 1423 Year 3 : 856 Year 4 : 167	a) Project training records b) Follow up forms from the beneficiaries. c) Referral, enrollment and follow-up forms for withdrawn children.	Community-based partners are willing/able to remain engaged in CLMS approach. The National Commission and National Task Force continue to function and serve in their current capacity.
ACTIVITIES: *Note: USDoL does not require indicators be established or reported at the Activity level, however the project will use these indicators as management tools and will be reviewed and updated internally as appropriate.* **Selected Activity Level Indicators**			

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Output 1. Project beneficiaries supported to access locally available education services.			
Activity 1.1 Increase Access to Formal Primary and Secondary School	1.1.1 # of Schools provided with materials and rehabilitation support to absorb additional children 1.1.2 # of Students provided learning materials, including books, uniforms, school bags, exercise books, pens, pencils and other locally available learning materials 1.1.3 # of Students provided with tuition vouchers to guarantee their entry into secondary school 1.1.4 # of Families provided with business training and income generating, production-centered tool kits, including tools, equipment and supplies.	Distribution records and direct observations to ascertain renovations. Signed distribution lists by students Signed vouchers Training reports, distribution reports for tools and records showing evidence of increased income for families.	Political stability is maintained so as to access areas and do work. Sufficient formal school spaces are available and accessible to target children

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Activity 1.2 Increase Access to Accelerated Learning Programs (ALP)	1.2.1 # of Students provided learning materials (notebooks, pens, pencils,). 1.2.2 # of Schools and centers provided with I rehabilitation support to increase the number of children that can be enrolled in accelerated learning programs. 1.2.3 # of Teachers identified, trained, and remunerated to facilitate additional accelerated learning classes outside their official duties.	Distribution lists, signed by students and school administrators. Signed letters of partnership List of material distribution and direct observation. Training reports Signed payment vouchers for teachers doing extra duties outside their official work for the project.	"
Activity 1.3 Increase Access to Relevant Vocational and Skills Training	1.3.1 # of existing vocational and skills training centers provided with rehabilitation/expansion support and training materials to enable them to absorb additional students 1.3.2 # of Students provided with tuition vouchers to enroll in vocational and skills training programs. 1.3.3 % of Students utilizing vocation-specific supplies provided through CYCLE-supported skills training sites after completion of the training. . 1.3.4 % of Skills trainees provided with vocationally relevant business skills training. 1.3. 5% of Skills training programs offering training in marketable vocations/skills. 1.3.6 % of Skills trainees participating in functional literacy/numeracy training. 1.3.7 % of Skills trainees utilizing business skills training in safe and productive ways.	Distribution lists, signed by students and school administrators. Signed payment vouchers Signed distribution lists. CYCLE's capacity building records. Verification with Ministries and institutions Cross-check with latest EOP Market Survey or other market sensitive information School records Follow-up and monitoring checklists	The governments' willingness to formally recognize CYCLE skills training programs is assured. Turnover is key ministries is low.
Activity 1.4 Increase Access to Non-formal Education Opportunities	1.4.1 # of Students enrolled into non-formal learning programs in target areas. 1.4.2 # of NFE education providers and beneficiaries provided essential teaching and learning materials. 1.4.3 # of teachers/community volunteers doing extra hours of work to support CYCLE remunerated for educational services provided.	Enrollment lists List of distribution of materials Signed payment vouchers	Political stability is maintained so as to access areas and do work. Sufficient non-formal school spaces are available and accessible to target children The payment for teachers' services continues to be a compelling incentive.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Output 2: Improved quality education for children w/p from child labor.			
Activity 2.1 Increase retention and completion of enrolled students.	2.1.1 # of Teachers and school personnel trained in child-friendly methodologies following the IRC's Healing Classrooms Initiative (HCI) Model in schools where CYCLE beneficiaries are enrolled 2.1.2 # of Youth groups supported to undertake activities such as drama to promote messages about the harmful effects of child labor and benefits of education. 2.13 Learner/Teacher ratio in CYCLE education programs 2.1.4 Learner/Tool ratio CYCLE Vocational and skills training programs 2.1.5 % of Students linked with other supportive opportunities (psychosocial counseling, recreational activities, healthcare, wat/san, micro-credit, IGA, savings & loans associations, other life skills training, etc.) 2.1.6 % of Skills trainees completing vocational skills training with proven competency in both theoretical and practical aspects. 2.1.7% of Skills trainers demonstrating competency in theoretical and practical aspects of their vocation.	Training reports Themes developed and disseminated. School records; monitoring records " school test results and testimonials	Students will help staff to identify meaningful linkage opportunities. There is an adequate supply of competent skills trainers in the target areas.
Output 3: Relevant stakeholders mobilized to increase knowledge and attitudes about the value of education and the negative effects of child labor.			
Activity 3.1 Mobilize Communities and Key Stakeholders around Child Labor and Education	3.1.1 # of Partners, project staff and existing community structures trained on child rights, child labor issues and the protective functions of education. 3.1.2 # of Partners, staff and key community groups trained on leadership and social mobilization techniques. 3.1.3 # of Key stakeholders attending project launch meetings, workshops and trainings to eliminate WFCL in Liberia and Sierra Leone, 3.1.4 # of CYCLE-supported radio programs, dramas, poster competitions and other community-driven social mobilization campaigns (Disaggregate by program) 3.1.5 # of existing community based structures and local government actors (Child Welfare Committees, PTAs, Youth clubs, Women groups and District Officers) reached through CYCLE child labor monitoring system that become involved in identifying and verifying beneficiaries' work and educational	Training reports Training reports Workshop reports Social program reports Referrals made and reports of working status verified.	Trainees will use these new leadership and mobilization techniques to contribute to the project objectives of raising awareness. Existing community partners are motivated and capable of directly

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
	status and in raising community awareness.		participating in CLMS.
Output 4: Sustainable child labor monitoring at both community and national levels strengthened.			
Activity 4.1 Activate and Strengthen Child Labor and Education Monitoring Systems	4.1.1 # of individuals trained in CYCLE's child labor monitoring system and strategy. 4.1.2 # of local, provincial and national partners and stakeholders actively engaged in the child labor monitoring system by adopting and participating in CYCLE's referral process for eligible children 4.1.3 # of CYCLE staff and its partners trained in data collection , provided appropriate tools,. 4.1.4 # of national level policy workshops, trainings and meetings held to assist the National Commission on Child Labor in Liberia and the National Taskforce on Child Protection in Sierra Leone to support the institutionalization of a national child labor monitoring system.	Training reports Referrals and reports of working status verified Training reports Workshops held	Key Ministry officials and partners remain in place through the life of the project.

Liberia Implementation Timeline		Year 1 (Oct 2006 - Sept 2006)												Year 2 (Oct 2006 - Sept 2007)												Year 3 (Oct 2007 - Sept 2008)												Year 4 (Oct 2008 - Sept 2009)											
		Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4		
Purpose, Output and Activities	Responsible Person/s	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Activities	Arrival of Regional Project Staff	RD	X	X																																											
	Establishing office, Grant opening and procuring start-up equipments	P D	X	X	X	X	X																																								
	Advertisement, Selection, Hiring and Posting of National Project Staff	P D		X	X	X	X																																								
	Start-Up Meetings with partnering NGOs, Ministries, US Embassy staff	P D		X	X	X	X	X																																							
	IIECL Sub-contract finalized	IRC HQ			X																																									
	Identify target communities for baseline assessments	PD/ M&E/ES		X																																										
	MSI workshop and revising Logical Framework	MSI/IRC						X																																						
	Contracting National Partnering NGOs	P D							X						X	X	X																													
	Official project launch - Monrovia/Freetown	P D								X																																				
	Submit final Project Document to DoL	P D							X																																					
	Submit final revised Project Document to DOL	P D													X	X																														
	Complete revisions on project document for submission	P D																				X																								
	Procurement of program supplies	P C						X	X	X	X	X	X			X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X			X	X	X	X	X	X	X					
Project purpose: Targeted children withdrawn/prevented from exploitative child labor in selected counties/districts in Liberia and Sierra Leone educated																																															
Output 1: Project beneficiaries supported to access locally available education services																																															
Activities	*A. Outreach, intake, enrollment and follow-up*																																														
	Training of Staff, partners and Community groups in CYCLE M & E strategy	PD/PC/ES/MS						X						X	X	X										X	X	X										X	X	X							
	Outreach conducted and target children identified and intake organized	EO/SW/PM						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X											
	Provide follow up support to enrolled children through CYCLE M&E strategy	EO/SW/PM							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	B. Enrollment in Formal Education																																														
	Actual enrollment of children into formal education institutions	EO/SW						X	X				X	X	X								X	X	X												X	X	X								
	Provide secondary school tuition vouchers	EO/PM											X	X	X	X							X	X	X												X	X	X								
	Provide personalized education material packages to beneficiary	PM/EO							X	X	X		X	X	X	X	X						X	X	X	X	X										X	X	X	X	X							
	C. Enrollment in Accelerated Learning Program																																														
	Actual enrollment of children into ALP classes	EO/SW				X	X						X	X									X	X													X	X									
	Provide direct education materials to ALP enrollees	PM/EO						X	X				X	X	X	X	X						X	X	X	X	X										X	X	X	X	X							
	D. Enrollment in Non-formal Education																																														
	Actual enrollment of children in NFE courses	EO/SW											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
	Provide direct learning materials to the enrollees under the project	EO/SW												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
	E. Enrollment in Vocational/Skills training																																														
	Actual enrollment in skill training classes/courses	EO/PM											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X											
	Actual enrollment into formal vocational education courses	EO/PM											X	X	X	X	X						X	X	X	X	X										X	X	X	X							
	Training materials provided to enrollees.	EO/PM											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	Tuition vouchers for children enrolling in vocational and skills training	EO/PM											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	Start-up kits after graduation	PC/OM																		X	X	X											X	X	X												
	F. Support for IGA																																														
	Identify target familes and type of activity to engage in	SW/PM								X	X									X	X	X	X	X	X	X					X	X	X	X											
	Provide materials/supplies needed for IGA activity identified	SW/PM									X	X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	Follow up support and business skills training	SW/PM									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Output 2: Improved quality of education for children withdrawn and prevented from child labor																																														
Activities	*A. Formal school*																																														
	Assessment of existing formal education institutions.	PM/EO							X	X	X	X	X	X								X	X	X	X	X							X	X	X	X	X										
	Provide educational materials for students and schools	PC/PM						X	X				X	X	X	X	X						X	X	X	X	X										X	X	X	X	X							
	Rehabilitate formal schools to create extra space	PM								X	X	X	X	X	X	X	X						X	X	X	X	X	X	X	X								X	X	X	X	X						
	Provide payment for discrete services to teachers or facilitators	PM/PC											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Identify and mobilize mentors, provide training and materials.	PC/PM															X	X	X	X	X	X							X	X	X	X	X	X									X	X	X	X		
	Train teachers, facilitators and school administration on child labor issues	ES/PC										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	B. Enrollment in Accelerated Learning Program																																														
	Assessment of existing ALP calsses/structures	PM/EO							X	X	X	X									X	X	X	X	X							X	X	X	X	X										
	Provide payment for discrete services to specific ALP facilitators	PM/PC											X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Provide educational materials for children and ALP centers	EO/PM											X	X			X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	C. Vocational/Skills Training																																														
	Use result of Market survey to feed into enrollment and providing marketable vocational skills	PC													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
	Materials supplied to vocational programs	P M/EO											X	X	X	X							X	X	X	X										X	X	X	X								
	D. Non Formal Education																																														
	Assess Non-formal centers/structures	EO							X	X	X										X	X	X								X	X	X													
	Train facilitators and administrators on child labor issues	ES											X	X						X			X	X																							
	Provide payment for services rendered to NFE facilitators	PM/EO													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Output 3: Relevant stakeholders mobilized to increase knowledge and improve attitudes about the value of education and the negative effects of child labor																																														
Activities	*A. Training on child labor, education, and child rights issues.*																																														
	Develop/identify training materials from existing models	ES													X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X	X			X	X	X	X	X				
	Train for staff, local partners, community structures and ministry officials on child labor issues	ES											X	X						X			X	X																							
	B. Social Mobilization																																														
	Conduct mass media campaigns	IRC/LNGO											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Organize advocacy campaigns	IRC/LNGO											X								X	X																									
	Facilitate national level policy workshop/dialogues	IRC/LNGO													X						X										X	X												X	X		
	C. Management and leadership meetings																																														
	Hold meetings with National commission on child labor	PD								X						X						X																									
	Conduct stakeholders meetings to sensitize them on child labor issues	PC							X												X						X																			
	Management/Leadership workshops for partners	PD								X						X						X																									
Output 4: Sustainable child labor monitoring strengthened at both community and national levels																																														
Activities	*A. Project evaluation*																																														
	Carry out baseline assessment.	IIECL/M&E				X	X																																								

Purpose, Output and Activities	Responsible Person/s	Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4		
		O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Submit final baseline report	IIECL						X	X																													
Conduct Program and Support audit	DOL																X	X																			
Carry out Mid- term evaluation	IRC/USDoL																									X	X										
Carry out Final evaluation	IRC/USDoL																																			X	X
B. Project monitoring and reporting																																					
Monitoring visits by the regional staff to project sites	PD/ES/M&E							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Preparation and submission of semi annual technical progress reports	PD/ES/M&E							X					X						X						X					X						X	
C. Strengthening partner capacity in Monitoring																																					
Train partners on participatory research & data collection	IRC HQ/M&E						X	X																													
Assist partners in developing tools for collecting data	M&E								X	X			X	X			X									X											
Use community based structures to do Child Labor Monitoring	P M/ M&E.								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Hold project launch meeting and national level policy workshops/meetings through the	IRC/LNGO									X	X	X		X											X						X						
Develop, establish and maintain project monitoring data base	M&E								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Management/Leadership workshops for partners	PD															X										X											